*Date of planning: 13/8 /2017 Date of teaching:6A,D,E :17 /8 /2017*

# Unit 7: TELEVISION

**Lesson 1: Getting started**

1. **Aims**

By the end of the lesson, ss will be able to listen and read for specific information then practice listening and speaking with the lexical items related to the topic "Television".

# Objectives

* + Vocab: TV programmes, people and things.
  + Grammar: Conjunctions: and, but, so, because, although, Wh-question words.

# Materials

* + Text book
  + Board, chalk, ...
  + A cassette and an audio compact disk.

# Anticipated problems

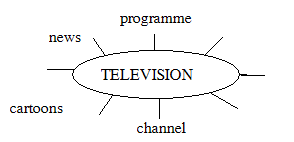
There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision Network

* + Individual work



* + Teacher – Whole class
  + Pair works

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| 1. **Presentation**  Vocabulary  * Teacher uses different techniques to teach vocab (situation, translation, pictures) * Follow the seven steps of teaching vocab.   \* Checking vocab: Matching (A2 P.7)  ***2. Listen and read***  \* Set the sences: | - cartoon (n) Phim hoạt hình [kɑ:'tu:n]  comedy (n): Phim hài  **-** local television (n): Truyền hình địa ['loukəl 'teliviʒn] phương   * channel ['t∫ænl] (n) Kênh TV   -funny (adj Hài hước  )   * programme (n): Chương trình * game show (n): Buổi truyền hình   giải trí   * stupid ['stju:pid] (adj Đần độn   ) |

? Look at the picture on page 6

? Who are they?

- educational [,edju:'kei∫ənl]

(n) mang tính giáo dục

? What is Phong doing?

? What are they talking about?

*- Now we are going to listen and read a dialogue about Phong and Hung to see what they are talking about*

* Play the recording twice.

? Listen and read then check your answer for the last question.

# Practice

## Comprehension questions (1a)

? Work individually.

? Share answers with your partner.

* Teacher gives feedback.

## Find the adjectives (1b P.7)

* individual work

# 3. Adjectives to describe TV programmes (1c P7)

* Divide the class into groups
* work in groups.

## 4. Gap fill (3 P7)

? Read the sentences carefully.

@ It makes me laugh..: Individual work - Compare in pairs

T gives feedback.

# Production 4. (P7)

? Write down two things you like and dislike about TV.

? Talk to others in your groups. Note: Ss don’t have to say “I like..../don’t like...” They can use other structures instead.

* Repeat in chorus and individually
* Copy all the words
* Answer the questions individually.
* *They are Phong and Hung.*
* *He is talking with Hung.*
* Listen and read

1. Laughing Out Loud
2. VTV3 3. No, they aren’t
3. Because he is awful.
4. Tom is stupid, but funny.

Mr. Bean: funny, awful Tom: stupid, funny Jerry: Intelligent

Possible answer: No: beautiful, small

**Key:**

1. National 2. comedy 3. channels

4. competition 5. cartoons

6. educational

* + “There are not enough programmes for children.”
  + It wastes time.

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 7: Closer look 1.
  + Do exercise B3 (P.5) (Workbook). Learn by heart all new words

# Unit 7: TELEVISION

**Lesson 2: A closer look 1**

1. **Aims**

By the end of the lesson, ss will be able to:

* + Pronounce correctly the sounds / θ / and / ð / in isolation and in context; Practise some words about TV programme.
  + Improve their listening skill, writing skill and pronunciation.

# Objectives

* + Vocab: TV programme lexical items
  + Phonetics: Practise the sounds: / θ / and / ð /.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

Students may get confused when practicing the sound / θ / and / ð /.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks students’ homework:

+ Write new words

+ Read the dialogue

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| 1. **Vocabulary**  Teaching vocab  * Teacher uses different techniques to teach vocab (situation, realia) * Follow the seven steps of teaching vocab.   \* Checking vocab: Matching (Ex 1 P.8)  - T plays the recording for Ss to listen and check their pronunciation. | * MC (n): Người dẫn CT * viewer (n): Người xem   TV schedule (n): Lịch truyền hình  -weatherman (n): Người thông báo tin  thời tiết newsreader (n): Người đọc bản tin Remote (n): Bộ điều khiển TX control   * Repeat in chorus and individually * Copy all the words |

## Gap fill (2 P8)

? Ss work individually then compare in pairs.

? Teacher gives feedback.

## Game (3 P8)

? Get Ss to read 2 again to see how a word is defined.

* A person who..... người mà...
* A programme which.......

Chương trình mà.......

* Ss work in groups

# Pronunciation

***1.*** / θ / and / ð / ***(4 P8)***

* Explain how to make the two sounds.

? Listen and repeat. Pay attention to the sounds / θ / and

/ ð /

## 2. Listen and group the words (5 P8)

* Play the tape twice

? Work individually to put the words into two groups.

? Check your answers in groups.

* Have two students write on the board.

# Production

? Ss take turn read the sentence quickly and correctly 6 P8

* Listen and repeat chorally and individually Keys: 1. weatherman 2. newsreader

3. remote control 4. MC

1. volume button 6. TV viewer

Suggested key:

Comedian: A person whose job is to make people laugh by telling jokes and funny stories.

.......

* Listen and repeat
* Do the task individually

**Key:**

Sound / θ /: theatre, Thanksgivings, earth, both, through. Sound / ð /: there, them, neither, weatherman, than, feather

*“The thirty-three thieves are thinking of how to get through the security.”*

# Consolidation

Teacher gets students to retell how to make sound / θ / and / ð /.

# Homework

* + - Prepare for the next lesson: Unit 7: Closer look 2.
    - Learn by heart all the new words

- Do Ex A1,2 P4, B1,2 P5 (WB)

# Unit 7: TELEVISION

**Unit 3: A closer look 2**

1. **Aims**

By the end of the lesson, ss will be able to use conjunctions (and, but, because...) and question words (where, who, why...).

# Objectives

* + Vocab: Lexical items related to television.
  + Grammar: conjunctions and question words.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

The lesson may take time.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks students’ homework:

+ Write new words

+ Practice reading the words in exercise 4 P.8 concentrate on the sound /θ/ and

/ð/.

# New lesson

|  |  |  |
| --- | --- | --- |
| - cute | (adj  ) | Xinh xắn |
| - manner | (n): | Phong cách |
| - reason | (n): | Lý do |
| - series | (n): | Phim dài tập |
| - penguin  ['peηgwin] | (n): | Chim cánh cụt |
| - although | conj | Mặc dù |
| - though | conj | Mặc dù |

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| ***1. Teaching vocab***   * Teacher uses different techniques to teach vocab (situation, realia) * Follow the seven steps of teaching vocab.   \* Checking vocab: Slap the board  ***2. Presentation text (1 P9)***  ? Read the conversation and underline the question words.  ? Work individually.  ? Share the answers with your partner.  ***Remember!***  - Explain the use of question words.  ***3. Gap fill***  ? Look at the answer in the dialogue to choose the correct | New words  1. **Question words**   Key: What where how long   * *Ss study carefully*   *Key: 1. How often, What*   * 1. *Who*   2. *When, Where* |

question word.

* T plays the recording, Ss look at the conversation as they listen to check their answers.

# Gap fill

* Get Ss to look at the answers to find the question words ***Remember***

? T gets Ss to read the remember box. T explains it to Ss.

## Gap fill (4 P10)

? Get Ss to read the questions carefully and decide what the relationship between the two ideas is so that they can find the correct conjunction for each question.

## Matching (5 P10)

? Ss work individually then correct in pairs.

* T give feedback.

## Discussion (6 P10)

Ss work in group, discuss and make questions for each information given.

Ask Ss to be careful when choosing question words.

# Conjunctions

**Key**: 1. and 2. but 3. Although

4. because 5. so

1-c 2-a 3-e 4-b 5-d Key:

* What is the name of the national TV channel?
* How many hours does it broadcast?/How long is it on?
* What are the names of TV programmes for children?
* How much does cable TV cost per month?
* Who is your favourite TV person?

# Consolidation

Teacher gets students to the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 7: Communication.
  + Learn by heart all the new words
  + Do Ex B4, B5, B6, B7 (WB)

# Unit 7: TELEVISION

**Lesson 4: Communication**

* 1. **Aims**

By the end of the lesson, ss will be able to talk about television and TV programmes.

# Objectives

* + - Vocab: TV programmes.
    - Practise speaking skills.

# Materials

* + - Text book
    - Board, chalk,...

# Anticipated problems

Students may find it difficult to use English to express their idea.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks students’ old lesson.
    - Name the question word you learnt. How do you use them?
    - Name and talk about the use of the conjunctions you learnt.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. Pre-Speaking:**  \* Preteach the vocab   * Teacher uses different techniques to teach vocab (situation, explanation) * Follow the seven steps of teaching vocab. * Checking technique: Slap the board * Gap fill: Ex1 P. 11   - Ss work in pairs.  **II. While speaking**  \* Discussion:  - Teacher lets Ss to talk freely, | **I. New words**   * clumsy (adj): vụng về * entertain [,entə'tein](v): giải trí * mini-series (n): A **miniseries** (also **mini**- **series**) is a television show that tells a single story in a limited number of episodes. * human (n): con người * educate ['edju:keit] (v): giáo dục   + education (n)   * Repeat in chorus and individually * Copy all the words   Key: 1. Japan 2. Viet Nam  3. Iceland 4. The USA 5. Finland  6. Britain.  - groups work of 4 each. |

do not correct Ss’ answer.

\* Reading: Ex 3a

* Teacher asks Ss to return Ex2 and see if they want to change any of their previous answers.
* Ex 3b: Let Ss read the text while they answer the questions.
* Teacher gives feedback.

**III. Post speaking**

**\* Work in group**

- Teacher allow Ss 3 minutes to choose the programme they prefer and prepare for their speaking

- Ss read individually.

*Educational vs educate? Small children vs kids?*

Child: a boy or girl from the time of birth

until he or she is an adult, or a son or daughter of any age.

Kid: (informal) a child.

- Ss read about the two programmes and tell their group which one they prefer and why.

# Consolidation

Teacher retells main points of the lesson.

# Homework

* + Prepare for the next lesson: Unit 7: Skills 1.
  + Learn by heart all the new words
  + Do Ex C1, 2 (WB)

# Unit 7: TELEVISION

**Lesson 5: Skills 1**

1. **Aims**

By the end of this lesson students can:

+ Read a TV schedule and descriptions of famous children's programmes for specific information

+ Talk about a favorite TV programme.

# Objectives

* + Vocab: TV programmes.
  + Practise reading and speaking skills.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak students may find it difficult to catch up with whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

1. Chatting:

What do you often do in your free time? Do you like watching TV?

What kind of programmes on TV do you often watch? Do you kike cartoon?

What about Tom and jerry?

I think it is an interesting film. Do you agree with me?

1. Checking the old lesson

**-** Write vocabulary.

- Read about two famous TV programmes for children again.

# 3. New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **1. Presentation**   * T asks Ss reads part 1 and find out new words   T explains the new words   * Ss read all new words * Have some Ss read in front of the class. * T asks Ss to read the part one again * T asks some questions and Ss answer   + What time does the animal start?  + What is the content of the animals programme? Or What is the animals about?  What time does the sport start? What is the sport about?  What time does the game show start?  What is the game show about ?  What time does the science start?  What is the science about? | ReadingRead the schedule for the World! **\* New words**   * documentary (n) [,dɔkju'mentəri] * Pacific Ocean (n) [pə'sifik'ou∫n] * race (n) * test (v) * universe (n) ['ju:nivə:s] It starts at 8.00   It is about life in the Water  It starts at 11.30  It is about Wheelbarrow Races  It starts at 11.00  It is about Children are always right  It starts at 12.15  It is about Journey to Jupiter |

What kind of programme do you like best? Why?

Do you often watch this programme ? When?

Who do you watch with?

# 2. Practice

* + Ss do this task in pairs
  + Check in pairs
  + Have some pairs of Ss ask and answer before the class.

1. What is the event in the Sports programme today?
2. What’s the name of the comedy?
3. Can we watch a game show after 10 o’clock?
4. What is the content of the Animals programme?
5. Is Jupiter the name of a science programme?
   * T corrects
   * Have two Ss write the answer on the board again
   * Another Ss copy in notebook

\* T asks Ss to read the information in part 3

* + Ss find out information and underline them.
  + Have some Ss do in front of the class.
  + Ss remarks and T give correct key.

T asks Sts:

Do you like TV?

What do you often watch on TV? What is your favourite programme? Why do you like it?

- T gives a topic:

"Tell your group about your favorite TV programme." Your talk should include the following information:

the channel it is on

the name of the programme

## Answer the following questions about the schedule

+ Wheelbarrow

+ The Parrot Instructor

+ Yes, we can

+ A documentary about the colorful living world in the Pacific

+ No, it isn't.

## Read the information about the people below and choose the best programme for each.

* 1. Phong: Science: Journey to Jupiter
  2. Bob: Comedy: The Parrot Instructor
  3. Nga: Game show : Children are always right
  4. Minh: Sports: Wheel barrow Races
  5. Linh: Animals: Ocean life

# II. Speaking:

* Work in groups

Tell your group about your favorite TV programme. Your talk should include the following information: the name of the programme

the channel it is on

the content of the programme

the content of the programme

the reason you like it

|  |  |  |  |
| --- | --- | --- | --- |
|  | the reason you like it |  |  |
| * Teacher asks Ss to work in pairs * One S asks and one S answer * Have some Ss talk in front of the class. * T can write on the board the name of each S's favorite programme   **3. Consolidation**  **-**Talk about a favorite TV programme. The name of the programme->the channel it is on -> the content of the programme-> the reason you like it | | |

# Consolidation

Teacher retells main points of the lesson.

# Homework

* + Prepare for the next lesson: Unit 7: Skills 2.
  + Learn by heart all the new words

- Do Ex D1, 2, 3 (WB).

# Unit 7: TELEVISION

**Lesson 6: Skills 2**

1. **Aims**

To help students develop writing skill, listening skill.

# Objectives

By the end of the lesson students will be able to:

* + Listen for specific information from a recommended TV schedule.
  + Write a short guided passage about one’s TV-watching habits.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disc.

# Anticipated problems

It is rather difficult for weak Ss to express their ideas.

# Procedure

|  |  |
| --- | --- |
| Music: Green Gree Summer |  |
| Cartoon: The Red Spotted Squirrel |  |
| Film: The Lonely Giraffe |  |
| Home and Garden: How to Make a Dog House |  |
| Our World: The old Town of Inca |  |

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

**Chatting**

? Do you like watching TV?

? How many hours a day do you watch TV?

? Do you watch TV when you are eating? Learning lessons?

? What kind of programme do you watch most?

? Do you leave your TV on when you are not watching it?

- Teacher - Students.

1. **New lesson**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **Pre teach**   * Teacher uses different techniques to teach vocab (situation, explanation) * Follow the seven steps of teaching vocab.   \* Checking technique: Slap the board  **Listening.**   * Give Ss 2-3 minutes to read the schedule. Ask Ss to read aloud to check on their pronunciation. * Play the disc twice. Ss listen, focus only on the information they need, and tick. * Teacher give feedback. * Let Ss read the sentences first. * Play the recording again, pause the recording after each sentence. Ss listen carefully to do the exercise. * Teacher give feedback.   **Writing.**  -Let Ss read the questionnaire | **I. New words**   * giraffe [dʒi'rɑ:f](n): Hươu cao cổ * squirrel ['skwirəl](n): Con sóc * spotted ['spɔtid](adj): lốm đốm * compare [kəm'peə] (v): So sánh * habit ['hæbit](n): thói quen * comment ['kɔment](n,v): Bình luận   **II. Listening** Listen and tick.  1. **True or False?**   1F 2T 3F 4T 5F  **III. Writing**  **3. What are your TV-watching habits?**  ***Suggested writing:*** |

and choose the most appropriate answer for him/her.

* Check on Ss’ answers.
* T helps Ss organize their ideas for writing then asks them to look at the suggested structure for the writing.

*I do not watch much TV. I only spend one or two hours a day watching TV. I spend most of my free time on outdoor activities. I usually watch the VTV news on VTV1 channel. I usually turn off the TV when I do not watch it. I think I have good TV watching habits.*

1. **Consolidation**

-Summarize the main point of the lesson.

# Homework

* + Prepare for the next lesson: Unit 7: Looking back & Project.
  + Do Ex E1, 2 (WB)

# Unit 7: TELEVISION

**Unit 7: Looking back & project**

1. **Aims**

To help students produce the language from the previous sections and link with the topics.

# Objectives

By the end of the lesson students will be able to:

* + Revise and make the use of all the target knowledge in unit 7.
  + Do a project about the importance of TV.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

It is rather difficult for Ss to make use of all the content of this unit.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

|  |  |  |  |
| --- | --- | --- | --- |
| **Brainstorming:**  -Have Ss work in 2 teams. |  | | |
|  | TV viewer |  |

-Ss write as many words as possible

1. **New lesson**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. Vocabulary.**  -Ask Ss write the words in the right column.  - Correct mistakes.  -Repeat the words.  Ask Ss to read the text and fill in the gaps.  -Correct  **II. Grammar.**   * Get Ss to name some question words they learnt.   -T asks Ss to look at the answers and decide which question word is to be used.  -Give feedback and the correct answers.   * Get Ss to do the exercise individually.   -Ss do Ex individually.   * call some Ss to do it on the board. * Correct. * T gets Ss to do this task individually then compare the answers in pairs. * T checks and give feed back. | 1. **Put the words in the correct column.** People Programme Kinds of film Newsreader Cartoon Documentary Weathergirl Game show Romance Writer Animals   MC Home and garden Gap fill.  1. national 5. relax 2. viewers 6. game shows 3. 7 o’clock news 7. educational 4. Comedies 8. writers   **II. Grammar.**  **3. Make question for each answer.**   1. How many 2. What 3. Why 4. Who 5. When   **4. Connect sentences.**   1. Ocean Life is on at 7.30 and Laughing out Loud will follow at 8.00. 2. I have watched The Seven Kitties many times because I like the film so much. 3. BBC One is a British channel but VTV6 is Vietnamese channel. 4. Although Along The Coast is a famous TV series, I have never watched it. 5. I have a lot of homework to do tonight, so I can’t watch Eight Feet Below.   **III. Communication**  **5. Rearrange sentences to have a complete conversation**.  Key: A-C-B-D-F-H-G-E-I-K |

* Ask Ss to practice the conversation in pairs.
* Ss use the target language they have learnt and the conversation in **5** to make their own conversation.

**\*\*PROJECT**

-Ss work in groups, interview their friends using the given questions.

* Ss report their result to the class.

**6. Make a conversation:**

HOW IMPORTANT IS TV TO YOU?

# Consolidation

-Summarize the main point of the lesson.

# Homework

* + Prepare for the next lesson: Unit 8: Getting started.

# UNIT 8: SPORTS AND GAMES

**Lesson 1: Getting started**

1. **Aims**

By the end of the lesson, ss will be able to listen and read for specific information then practice listening and speaking with the lexical items related to the topic "Sports and Games".

# Objectives

* + Vocab: Sports and games
  + Grammar: The past simple, imperatives.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

**Chatting**

- Teacher asks whether students have any questions about the exercise in the workbook or not.

+ Do you like sports?

+ Which sport do you like best?

+ When do you usually play it?

+ Which channel do you usually watch it on TV?

+ Who do you play it with?

# New lesson

* Ask the teacher any difficult questions that they can’t answer.
* Listen and answer.

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. Presentation**  - T asks Ss to look at the picture and asks:  + Who do you see in the picture?  + Where are they?  + What do you think they are talking about?   * T plays recording * Ss listen to the tape and find out new words * Teacher uses different techniques to teach vocab (situation, realia) * Follow the seven steps of teaching vocab.   \* Checking vocab: R0R  **II. Practice**   * T asks Ss work in pairs ( 3 minutes) * Have two Ss write the answers on the board. * T corrects.   \* T gets Ss refers Ss to the conversation to find the phrase   * Practise saying them together. * T explains the meanings to the Ss   + Wow : used to express surprise.  + Congratulations: used to congratulate sb/ st to tell sb that you are pleased about their success.  + Great: it is used to show admiration.  + See you then: used when you say | **I. New words**   * gym [dʒim] n Trung tâm thể   dục   * congratulations n Xin chúc mừng [kən,grætju'lei∫nz]   **-** fit adj Khỏe mạnh   * equipment n Thiết bị, dụng [i'kwipmənt] cụ   -volleyball n Bóng chuyền ['vɔlibɔ:l]   * skiing n Môn trượt tuyết * (be) good at adj Giỏi về * Repeat in chorus and individually * Copy all the words * Answer the questions individually.   **II. Getting started**  ***1a. Answer the questions***  + Duong can play table tennis  + Mai is going to learn karate.  + Because the equipment is morden and the people are friendly.  + At the karate club.  ***1b. Find these expresssions in the conversation. Check what they mean.***  *+ wow*  Eg:  + S1:This is my new school.  S2: Wow! This school is great!  *+ Congratulations*  Eg:  + S3: Last week, I got a lot of good marks in Math.  S4: Congratulations. You are a good |

goodbye.

* T plays the recording. Ss listen and repeat.
* T checks and corrects their pronunciation.
* T gives Ss the meaning of the words.

## Matching

* Teacher gives feedback.

## \* Watch out

* T help Ss differentiate between a sport and a game.
* T asks Ss to read the words in part 2 again.

Ss work in pairs

* T asks Ss to put the words from 2 in the correct groups.
* Have some Ss write on the board.
* T corrects
* Ss do this task individually.
* Have some Ss do in front of the class.
* Some Ss may write the answers on the board.
* T gives them the correct answers.
* T calls some Ss to read this task again.

# III. Production

* Let Ss work in pairs asking and answering the questions
* Encourage Ss who finish early to think of more questions that could be on the quiz.
* Some of the groups may report their results before the class.
* T may want to find out how sporty the class is and write the results on the board.

student.

*+ great*

*+ See you then*

Eg:

+ S5: Hello. How are you S6: I'm fine , thank you.

S5: This weekend is free. Would you like to go to the cinema with me?

S6: Ok. What time?

S5: At 7.30 in front of the cinema. S6. Great. See you then

## Listen and repeat these words and phrases

1. ***Using the words in 2, name these sports and games.***

1. cycling 2. table tennis 3. running

4. swimming 5. chess 6. skiing

+ A sport: an activity that you do for your pleasure and that needs physical exercise

+ A game: an activity or a sport with rules in which people or teams compete against each other.

## Put the words from 2 in the correct groups.

* Play: chess, table tennis, volleyball, tennis.
* Do: boxing, aerobics, karate.
* Go: fishing, cycling, swimming, running, skiing

## Complete the sentences with the verbs: play, do, go, watch, like.

1. do
2. is watching
3. goes
4. likes
5. played

## Work in pairs. Ask and answer the questions.

* Note
* If your answers to the questions mostly “A”, you are sporty. If your answers mostly “B”, do more sport and try to be more attractive.

# Consolidation

* + - Teacher gets students to retell the aims of the lesson.

# Homework

* + - Prepare for the next lesson: Unit 8: Closer look 1.
    - Learn by heart all new words

# UNIT 8: SPORTS AND GAMES

**Lesson 2: A closer look 1**

1. **Aims**

By the end of the lesson, ss will be able to pronounce correctly the sounds

/eə/ and /iə/ in isolation and in context; Use the lexical items related to the topic “Sports and games”.

# Objectives

* + Vocab: sports and games.
  + Grammar: Use the combination: go, play, do + N/V-ing.
  + Pronunciation: / eə*,* iə /.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

**\* Check old lesson**

* T gets one student to go to the board to write new words
* T gets the other student to read the
* Make comment
* Make comment

**2. Revision**

dialogue and answer the questions.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * Teacher uses different techniques to teach vocab (situation, realia) * Follow the seven steps of teaching vocab. * Checking vocab: R0R * T plays the recording (Activity 1). Ss listen and repeat. * Ss work individually then compare in pairs. T checks then gives feedback. * Ss work individually then compare in pairs. T checks then gives feedback.   T notices the way to read the sounds.   * T plays the recording. Ss listen and repeat. * Ss work individually then compare in pairs. T checks then gives feedback. * Get Ss to read in chorus   T plays the recording. Ss listen and repeat sentence by sentence. Ss recognize the two sounds the underline the word in the sentences. | VocabularyVocabulary -goggle (n) ['gɔgl]: Kính (bể bơi)   * racket (n) ['rækit]: cái vợt * skateboard (n,v) ['skeitbɔ:d]: Ván trượt; trượt ván * boat (n): con thuyền * feather (n) ['feđə]: lông vũ * Sphere (n) [sfiə]: hình cầu * Repeat in chorus and individually * Copy all the words   **2. Matching (Act 2 P.18)**  - Key: 1. bicycle 2. a ball  3. sports shoes 4. skis 5. a boat  6. a racket 7. a skateboard  8. goggles  **3. Matching ( Act 3 P.18)**  Key:  1c - 2d - 3a - 4e - 5g - 6h - 7b - 8f  **II. Pronunciation**  /eə/ and /iə/  Practise sounding out the sounds /eə/ and  /iə/ together. Listen and repeat.  1. **Listen again and repeat the words.**   Key:  1A - 2C - 3B - 4A - 5B - 6A   1. **Listen and repeat. Pay attention to the bold-typed parts of the words.**   1. fair 2. hear 3. idea  4. square 5. nearly 6. cheered |

1. **Consolidation**
   * Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 8: Closer look 2.

- Do exercise A1, 2 (p.10), B1, 2, 3, 4 (P.10, 11) workbook.

# UNIT 8: SPORTS AND GAMES

**Lesson 3: A closer look 2**

1. **Aims**

By the end of the lesson, ss will be able to:

* + Use the past simple tense to talk about a finished action in the past.
  + Use imperatives to tell somebody to do something or to give direct order.

# Objectives

* + Grammar: The past simple, imperatives
  + Structure: Imperatives....

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks Ss’ homework.

+ One student goes to the board to write new words and practise reading the two sound /eə/ and /iə/.

* + Get one student to read the dialogue (Listen and read) by heart.
  + Teacher check with students.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * What did you do last Sunday? * Teacher encourages Ss to talk | **I. Grammar.**  **The present continuous tense for future.**  \* Grammar box (TB P.19) |

about past actions.

* + Teacher asks students to give the rule and use of the past simple themselves.
  + Get Ss to study the grammar box. Teacher explains what students don’t understand.
  + Let Ss work in pairs.
  + Correct Ss’ mistakes.
  + Let Ss work individually. Teacher corrects their answers and may call on some Ss to say their answers for the class separately.
  + Teacher give explanations if necessary.
  + Divide Ss in to groups of 4.
  + Teacher gets some advanced students to report to the class about one of their friends.
  + Teacher tell the form and the use of imperatives and give some examples.
  + Ss work individually.

-Go round and correct mistakes or give help when necessary.

* + Let Ss work in pairs taking turns telling their friend what to do and not to do at the gym.

+ Notes: The spelling rules of “-ed” form.

* Watch out !
* Irregular past form of English words: Do - did be - was/were

Have - had eat - ate...

# II. Practice

* **Activity 1**

1. were 2. was 3. was - did - was

4. Did - were - did - was

# Activity 2. Gap fill

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1.wa s | 2.didn’t do | 3.sat | 4.watch ed | 5.went |  |
|  | 6.ha d | 7.did | 8.visite d | 9.ate | 10.sco red |  |

* **Activity 3. Group work**

(Ss take turns asking and answering about their last weekend.)

# Imperatives

* We use imperatives to tell someone to do something or to give a direct order.

Negative: V! Negative: Don’t + V! Ex: Keep silent!

Don’t talk in class!

# Activity 4. Make imperative sentences

1. Take your umbrella.
2. Please don’t litter. 4. .don’t train too hard.
3. Please hurry up. 5. Put on your coat.

# Activity 5. Group work

Tell your friends what to do and what not to do at the gym.

Pay your fee first!

Put on your sports shoes!

Listen to the instructor carefully! Don’t litter!

Don’t eat or drink at the gym!

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 8: Communication.
  + Do exercise B5, B6, B7 (p.12) (Workbook).

# UNIT 8: SPORTS AND GAMES

**Lesson 4: Communication**

* 1. **Aims**

By the end of this lesson students will be able to:

* + - Know more about the names and things of the sports
    - Ask and answer about the sports
    - Talk about the activities/ sports/ games they do in their spare time.

# Objectives

* + - Vocab: Sports and games.
    - Practise speaking skills.

# Materials

* + - Text book
    - Board, chalk,...

# Anticipated problems

Students may find it difficult to use English to express their idea.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

**\* Chatting**

* T gives a picture of the football players in the stadium and asks some Ss
* Correct mistakes.

T: Who are they on the ground? S1: They are football players.

T: How many people are there in this picture?

S2: There are………

T: What colour are their clothes they are wearing?

S3: They are wearing red shorts and white T- shirts.

T: Where are they standing ?

S4: They are standing on the football yard.

1. **New lesson**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. Pre-Speaking:**  **1. Pre-teach**  Teacher uses different techniques to teach vocab (situation, realia)  - Follow the seven steps of teaching vocab.  \* Checking technique: Slap the board   * T asks Ss to look at the 5 interlocked rings and asks them what they represent. * T explains to them that the five rings represent the five major regions of the world( Africa, the America, Asia, Europe and Oceania) and every national flag in the world has at least one of the five colours   ( blue, yellow, black, green, and red)  **II. While speaking**  **\* Ex1 P.21**  T models the conversation with an advanced student.  - Have Ss work in pairs.  **\* Ex2 P.21**  \* T gives Ss plenty of time to work in pairs to ask and answer the questions.  - T asks some questions  + What sports do you play in your free time?  + What sports do you do at school?  + Which sports do you like watching on TV?   * Ss work in pairs * Have some pairs of Ss do in front of the class. * T corrects their answers.   **III. Post speaking**   * T calls three Ss to talk in front of the class. (Ex 3. P.21) * If there is time, T chooses two Ss to write on the board. | **I. New words**   * fit ( adj) * last (v) * marathon (n) * ring (n) * achievement (n) * Repeat in chorus and individually * Copy all the words   **II. Practice**  **1. Sports quiz**   1. There are 22 players ( 11 on each side) 2. It lasts 90 minutes( divided into halves) 3. They are held every four years 4. No, there weren't Olympic Games in 2011 ( They were held in 2004, 2008, 2012) 5. A marathon is 42.195 kilometers long ( 26miles and 385yards) 6. They were held in Olympia 7. Boxing does.   **2. Pair work**  *In pairs, interview your partner using the following questions. Ask for more information*.   1. I play badminton in my free time. 2. I play soccer at school. 3. I like watching soccer on TV 4. Yes, I do. I would like to plays more sports 5. Yes, there is. 6. Hong Son, Lionel Messi, Cristiano Ronaldo,...   **3. Free talk**  - Talk about a sportsman you like. |

# Consolidation

Teacher retells main points of the lesson.

# Homework

* + Prepare for the next lesson: Unit 8: Skills 1.
  + Learn by heart all the new words
  + Do Ex C1, 2 (WB)

# UNIT 8: SPORTS AND GAMES

**Lesson 5: Skills 1**

1. **Aims**

Reading for information about famous sports people.

Talking about the activities/sports/games they do in their spare time.

# Objectives

By the end of the lesson students will be able to:

* + Read for information about famous sports people.
  + Talk about the activities/sports/games they do in their spare time.
  + Practise speaking and reading skills.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak students may find it difficult to catch up with the whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks Ss’ home work.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| Look at the picture, ask and answer the questions  T: Who is this? S: This is Pele.  S: Ask and answer the questions in pair  T: get pairs of Ss to perform in front of class, some students to write the answer on the black board. | 1. **READING**    1. **Work in pairs.**   Questions:   * + 1. Do you know Pele, the King of football? What special about him?     2. Where does he come from?     3. What other things do you know about him?   **2. New words:**  - career(n): = Job |

S: Read the text in silence and check the answers

S: Read the text in silence S: Ask and answer the questions in pairs

S1: When was Pele born? S2: He was born on October 21, 1940

………………………………

S: Work individually and tick the right column.

T: Get some Ss to give the answer.

S1: Why do you often play badminton?

S2: I often play badminton because when I play it I can make a lot of friends and I can keep fit. It is easy to play.

- T moves around and checks.

# Consolidation

- regard(v): coi như là

# Read and check.

Possible answers:

* 1. Pele is the best football player in the world.
  2. He comes from Brazil.
  3. He was famous in the world.
  4. He scored many goals

d. He is regarded as the King of football.

# Comprehension question.

Questions and the answers:

* 1. When was Pele born?

He was born on October 21, 1940

* 1. Why was he famous in the world? Because he is the best football player all the time.
  2. In 1999
  3. How many goals did he score? 1,281 goals.
  4. Yes, he is

# II. SPEAKING

1. **Grid. (Act 4 P.22)**
2. **Work in groups.**

Discuss the question in group

# What kind of sports/games do you do most often? Why?

S3: Why do you often play soccer?

S4: I often play soccer because it is a popular sport . I can play and watch it everywhere. I can play it with many people.

…………………………….

# Work in pairs.

Ask and answer the given questions. S1: Do you like sport?

S2: Yes, I do

S1: Which sport do you play? S2: I play football

………………………….

Teacher gets students to retell what they have learnt.

# Homework

* + Prepare for the next lesson: Unit 8: Skills 2.
  + Do Ex D1, 2 (WB)

# UNIT 8: SPORTS AND GAMES

**Lesson 6: Skills 2**

1. **Aims**

Listen to get information about the sports/games people play. Write a paragraph about the sport/game they like.

# Objectives

By the end of the lesson students will be able to:

* + Listen to get information about the sports/games people play.
  + Write a paragraph about the sport/game they like.
  + Practise listening and writing skills.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio disk.

# Anticipated problems

Weak students may find it difficult to catch up with the whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks Ss’ homework.
  + Get one student to go to the board to read the text then answer teacher’s questions.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| \* Pre listening:   * Pre question:   + T asks Ss to skim exercise 2 to make their predictions.   * Check the prediction: | **I. LISTENING**  Who are the passages about?  **1. Exercise 1 (P.23)** |

+ Teacher plays the recording once only for Ss to listen and check their predictions.

+ Teacher plays the recording again. While Ss listen, they have to write down T or F.

+ Play the recording the third time for students to fill the blanks.

+ Ss share their answers with a partner.

+ T plays the recording again for Ss to listen and check.

* Brainstorm with Ss for necessary language. Allow Ss to refer to the reading and other sections for useful language. Note interesting expressions and language on the board.
* Tell Ss to write a draft first.
* Ss write a paragraph of about 80 - 120 words.
* Tell Ss to pay special attention to punctuation, structural elements, linking words...
* Teacher may collect some Ss’ writing papers and mark them, then give comments to the class.

# Consolidation

**-** They are about Hai, Alice, Bill and Trung.

# T/F statements (Ex2 P. 23)

1F 2T 3T 4F 5T

# Gap fill (Ex 3 P. 23)

1. club 2. play

3. watching 4. Bill

1. goes

# II. WRITING

**Write about a sport/game you like. Use your own ideas and the following cue:**

* Name of the sport/game.
* Is it a team or an individual sport/game?
* How long does it last?
* How many players are there?
* Does it need any equipment?

*My name is Linh. I am not a very sporty person but I love playing games, especially intelligence games. Of all the games I play, I love playing Chinese chess the best. It is an individual game. One player plays against the other. How long it lasts depends on the two players. This game is very popular in Asia especially in China and Vietnam. It only needs a chessboard and thirty-two chessmen. To play the game well, you need a little intelligence and ruse. Playing Chinese chess helps me improve my intelligence....*

Teacher gets students to retell what they have learnt.

# Homework

* + - Prepare for the next lesson: Unit 8: Looking back & Project.
    - Rewrite the paragraph.
    - Do Ex E1, 2 (WB)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1C | 2A | 3D | 4C | 5B |

# UNIT 8: SPORTS AND GAMES

**Lesson 7: Looking back & project**

1. **Aims**

To help students recycle the language from the previous sections and link with the topic: Sports and games.

# Objectives

By the end of the lesson students will be able to:

* + Revise and make the use of all the target knowledge in unit 8.
  + Use English to talk about some traditional games they play.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

It is rather difficult for Ss to make use of all the content of this unit.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks students’ homework.
  + Collect some Ss’ writing to mark.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| Ss work individually to do exercises.  Asks Ss to compare their answer with their partner  Gives the answers   * As above, Ask Ss to work individually to complete the sentences. * Let Ss to repeat the words. Check their pronunciation. Tell Ss to write the answers in their notebooks. Then T corrects the mistakes. | Vocabulary:  * 1. **Activity 1&2:**   **Activity 1**.  Do the work individually and compare with partner  Check the answer  **Activity 2**  Key:  1. cycling 2. football 3. boxing  4. table tennis 5. basketball  **II. Grammar Activity 3** Key: |

|  |  |  |  |
| --- | --- | --- | --- |
| - Have Ss write their answers in | 1. are | 2. took | 3. started |
| their notebooks. T checks their 4. are  answers. playing  5. did you do, cycled, watched   * Ss work in pairs or groups to **Activity 4**: finish or write the sentences. T Key:   gives correction. 1. Please stop making noise.   * 1. Go out to play with your friends.   2. Don’t feed the animals.   3. Stand in line, boys!   4. Don’t tease the dog.   **Activity 5**:   * Ss do the task individually first.   Then they can check their answers  with a partner before discussing the 1. play 2. hear 3. games answers as a class. T gives 4. sports 5. famous correction.   * Have some Ss read the whole passage aloud. Others check   following. **III. Communication Activity 6**.  1.a 2. e 3. b 4. c 5. d   * Ss read the questions and answers once or twice then match them. * Ss work in pairs and role-play the   questions and answers. ** Project**   * Have Ss write all sentences in their 1. Read the passage about the game “Blind notebooks. man’s bluff” * Have Ss read the passage carefully. Explain new words and   anything difficult for Ss. Make sure 2. Write about the game you choose they understand everything  thoroughly.   * Let Ss work in groups. Each group chooses a game or sport. Let them talk, then write about it. | | | |

# Consolidation

-Summarize the main point of the lesson.

# Homework

* + Prepare for the next lesson: Unit 9: Getting started.

# UNIT 9: CITIES OF THE WORLD

**Lesson 1: Getting started**

1. **Aims**

By the end of the lesson, ss will be able to listen and read for specific information then practice listening and speaking with the lexical items related to the topic "Cities of the world".

# Objectives

* + Vocab: Continents, countries, cities and landmarks.
  + Grammar: The present perfect, superlatives of long adjectives.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

**Chatting**

Have you ever been to Brazil?

Do you know about Rio de Janeiro capital? Where is the Big Ben?

- Teacher – Whole class

**2. Revision**

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| 1. **Presentation**  Vocabulary  * Teacher uses different techniques to teach vocab (situation, translation, pictures) * Follow the seven steps of teaching vocab.   T use picture to present new words Name the continents  * Check vocab using “the pictures Ex3”   Ask sts to match  Ask sts to copy in note books  ***2. Listen and read***  \* Set the sences:  ? What are Mai and Tom | **I.Vocabulary.**   1. continent ['kɔntinənt] ( n) : lục địa 2. country :( n):đất nước,quốc gia 3. Antarctica [æn'tɑ:ktikə](n): Châu Nam cực 4.Africa ['æfrikə] : châu phi   5.South America: (n) Nam Mỹ 6.North America:(n) Bắc Mỹ 7.Europe ['juərəp](n):Châu Âu 8.Asia ['eiʒə; ei∫ə](n):Châu Á 9.Australia [ɔs'treiljə](n):Châu Úc  5. photo (n) : bức ảnh (realial)  \*Revise some adjs: hot, cold, clean, big, modern, great….  **II. The dialogue :**  Ss name the cities in the photos. T asks them to support their answers.  **Task 1: T/F statements** |

doing?

? What are they looking at?

- Play the recording. Ss listen and read.

Sts practise in pairs. Answer T or F.

Asks to read the dialogue again and do part 2- P27

* Asks sts to read the dialogue again to do the the T/F . Practise saying them together

# Practice

\* Keys for part 2:

1.F( They are looking at…)

2.F (most of cities) 3.T

4.F(There are more modern..) 5.F( never been to NY)

-answer T’qs

* + Do matching

Keys

1. Asia, Africa
2. Sweden, the USA
3. Hanoi, Nha Trang,…
4. Hanoi,Amsterdam
5. Ben Thanh Market, The lourve
   * get feedback
   * check
   * Work in group of 4
   * Choose a country and ask friends

Which continent is it? What is its capital?

What are its major cities? What is it famous for?

# Task 2. Matching

T guides Sts to do ex a.continent

b.coutry c.city d.capital

1. place of interest

# Game

* + give instruction
  + guide st to do
  + get feed back

1. Ha Noi
2. Nha Trang 3-Asia

4-Sweden

5-Ben Thanh Market 6-the Louvre

7-Amsterdam 8-Africa

1. the USA 10-Liverpool

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 9: Closer look 1.
  + Do exercise B1 (P.16) (Workbook). Learn by heart all new words

# UNIT 9: CITIES OF THE WORLD

**Lesson 2: A closer look 1**

1. **Aims**

By the end of the lesson, ss will be able to pronounce correctly the sounds

/əu/ and /ai/ in isolation and in context; Use the lexical items related to the topic “Cities of the world”.

# Objectives

* + Vocab: Continents, countries, cities and landmarks.
  + Grammar: Superlatives of long adjectives.
  + Pronunciation: / əu*, a*i /.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

**\* Check old leson**

* T gets one student to go to the board to write new words
* T gets the other student to read the dialogue and answer the questions.
* Make comment
* Make comment

**2. Revision**

# 3. New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * Teacher uses different techniques to teach vocab (situation, realia) * Follow the seven steps of teaching vocab.   \* Checking vocab: R0R   * Ss work individually then compare in pairs. T checks then gives feedback. * Ss work in groups. Encourage Ss to give other adjectives. T checks then gives feedback.   \* Notes: Some adjective can’t go with particular nouns. We can’t say “long/short city” or “rainy | VocabularyVocabulary -common (adj) ['kɔmən]: Chung   * landmark (n) ['lændmɑ:k]: Danh thắng * popular (adj) ['pɔpjulə]: Phổ biến * playwright (n) ['pleirait]: Nhà soạn kịch * chips (n) : Khoai tây chiên * spaghetti (n) [spə'geti]: món mì ống * Repeat in chorus and individually * Copy all the words   **2. Matching (Act 1 P.28)**  - Key: old-new clean-dirty Dangerous - safe ...  **3. Word webs ( Act 2 P.18)**  Key:   * City: beautiful, peaceful, exciting, modern, big, polluted, safe,... * People: nice, friendly, unfriendly, open, noise, interesting, ...   **II. Pronunciation** |

people”.

* + Food: delicious, awful, good, tasty,...
  + Weather: bad, rainy, hot, cold, wet, ...
  + Building: old, modern, tall, new,

...

* + Teacher models the two sounds.
  + Play the recording.
  + Ss work individually then compare in pairs. T checks then gives feedback.
  + Get Ss to read in chorus
  + Have Ss practise the words in bold identifying the sound /əu/ or

/ai/.

* + T plays the recording as many times as necessary. Ss listen and repeat sentence by sentence.

/əu/ and /ai/

Practise sounding out the sounds //əu/ and

/ai/ together.

# 4. Act 3 (p.28).

|  |  |  |  |
| --- | --- | --- | --- |
|  | /əu/ | /ai/ |  |
|  | Cold Snow Old Clothes Hold | Sky Exciting High Fine Flight |  |

1. **Listen repeat. (Act 4 P.28) III. Grammar**

**Superlatives of long adjectives**

1. **Activity 5 (P.29)**
2. Oxford University
3. Shakespeare
4. fish and chips
5. tea
6. watching TV
   * Ss have a quick look at all the pictures. Ss work individually to complete the fact sheet using one of the picture provided.
   * Have Ss work in pairs compare the answers, ask Ss to discuss whether they agree with each other’s answers. Give the reason.
   * Remind Ss of how to form the superlatives of short adjectives.
   * Write the form of the superlative of long adjectives o the board.
   * Ask Ss to read the text (Act 6, P.29) to check their ideas above. Get them to find the superlative of long adj in the text.

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 9: Closer look 2.

- Do exercise A1, 2, 3 (p.16), B 2, 3, 4 (P.16, 17) workbook.

# UNIT 9: CITIES OF THE WORLD

**Lesson 3: A closer look 2**

1. **Aims**

By the end of the lesson, ss will be able to understand and use the present perfect tense.

# Objectives

- Grammar: the present perfect tense.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

Check old lesson:

* + S1: write new words.
  + S2: What is the form of the superlatives of adjectives? Give examples.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * Get Ss to recall what Tom told Mai about in the conversation in Getting started. * Provided the form of the present perfect. Notice the past participle. * Individual work - compare in pairs. * Remind Ss that the present perfect is used to describe one’s experiences. It is not important to state the exact time when they happened. Contrast this with the present simple which describes a repeated action, or a truth, and adverbs of frequency when something happened are often mentioned. * Elicit what there is in the photos by | **Grammar.**  **The present perfect tense**   * Grammar box (P.29)   Ss underlined all the verb in present perfect tense. Use the grammar box to explain that the present perfect is used to show that one has had or has never had this experience.  **Activity 2 (P.30)**  1. has been 2. has been 3. has visited  4. has been 5. hasn’t been  **Activity 3 (P.30)**  - Ss work individually then compare the answers with their partners.   1. Have you seen.... I have seen... 2. go 3. have never been 4. clean 5. takes 6. has eaten.   **Activity 4 (P.30)** |

asking Ss questions. Ask Ss to provide the verbs and their past participles.

* + Have Ss write the sentences in full in their notebooks then in pairs, take turns talking about what Tom has done this week.
  + Ss go around the class asking the survey questions.

1. He has read a book.
2. He has eaten “pho”.
3. He has played football.
4. He has got an A+.
5. He has washed his dog.

# Activity 4 (P.30): Class survey:

Go around the class asking the survey questions. Find out:

* + One thing that everyone has done.
  + One thing no one has done.

+ Have you ever........?

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 9: Communication.
  + Do exercise B5, B6, B7 (p.17, 18) (Workbook).

# UNIT 9: CITIES OF THE WORLD

**Lesson 4: Communication**

1. **Aims**

Students will able to identify landmarks in cities around the world and compare features of cities around the world.

# Objectives

By the end of the lesson, Ss can review superlative adjectives and present perfect to talk about landmarks in cities around the world.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak Ss may find it difficult to express their idea.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Check old lesson:

+ Write the form of the present perfect. What is it used for? Give examples.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| Pre – reading. T: leads Students to the new lesson.  T: Elicits pictures and asks students to guess: - what are they?  - Which country?  T: asks students to work in pairs and match.  Ss: work in pairs and match. ( T goes around and manages)  T: calls students to stand up and match.  Some students stand up and match. T: checks and comment.  T: asks students to look at part 2. Then introduce new words. Ss: listen and write.  T: reads model. Then ask students to read in chorus -> group-> individual.  Ss: read new words.  T: has a student work in pairs and match words with the meaning.  Ss: work in pairs and matching. T: checks and comments.   1. ***While – reading.*** | Ss: Guess and answer the questions.   1. ***Match words with the landmarks***    1. Merlion b. Big Ben 2. Temple of Literature 3. Sydney Opera House 4. Eiffel Tower   ***2. Read about the landmarks. Can you guess which landmark from 1 they are?***  **\* New words:**   * ( to) design (v) * Symbol (n) * Landmark (n) * Creature (n) * UNESCO World Heritage (n)   **\* Matching**  ( to) design (v) ◊ ◊ Di sản văn  hóa thế giới Symbol (n) ◊ ◊ Thiết kế Landmark (n) ◊ ◊ Sinh vật, tạo vật  Creature (n) ◊ ◊ Biểu tượng UNESCO ◊ ◊ Danh thắng World Heritage (n)  **I. Practice** |

T: asks students to read the texts in the book and guess which landmark from 1 they are.

Ss: work in pairs and read.

T: Calls some students to read and give answer.

Some students give answer.

T: listens, checks and gives correct answer.

Ss: write down.

T: has students read the texts again and then do exercise: *write true or false.*

Ss: read the texts again and do exercise.

T: calls some students to give answer.

Some students give answer.

T: listens, checks and gives correct answer.

Ss: listen and write.

## c. Post-reading

T: controls students to play game. ( each group thinks of a city, a country, or a landmark and give clues to other guess)

T: gives model. Then manages students to play game.

Ss: play game in group.

T: finds the winner and rewards.

1. Big Ben
2. Sydney Opera

House

1. Temple of Literature
2. Eiffel
3. Merlion

## Write true (T) or false (F)

*1F (The bell in the tower is the largest bell ever made in England.)*

*2F (It was designed by a Danish architect.) 3T*

*4F (It is the most visited landmark in the world.)*

*5F (Quoc Tu Giam is Viet Nam’s first.) 6F ( It has a lion’s head and fish’s body.)*

# II. Consolidation

Play game

## Think of a city, a country, or a landmark. Give clues.

Example:

A: It’s a city. It’s very hot and crowded. B: Is it Tokyo?

A: No, it’s not. It’s in South America. The people there love football.

B: Is it Rio de Janeiro? A: Yes, it is!

# Consolidation

* + - Teacher gets students to retell the aims of the lesson.

# Homework

* + - Prepare for the next lesson: Unit 9: Skills 1.
    - Do exercise C1, 2 (p.18) (Workbook).

# UNIT 9: CITIES OF THE WORLD

**Lesson 5: Skills 1**

1. **Aims**

Reading for specific and general information in texts, including postcards. Using the present perfect to talk about experiences.

# Objectives

By the end of the lesson students will be able to:

* + Read for specific and general information in texts, including postcards..
  + Use the present perfect to talk about experiences.
  + Practise speaking and reading skills.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak students may find it difficult to catch up with the whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

**Oral:**

T : Look at this postcard: (Ac 1 P.32). T: Postcard: photos on one side, short texts on the other side. It can be sent without envelope.

What is the picture on the postcard of? What do you think is written on this postcard?

What is the purpose of writing and sending postcard while you are on holiday?

* The photo is of Stockholm, Sweden.
* The sender writes about his/her stay in the city.
* We send postcard to tell our family/friends that we are having a good time, but we still miss them and want to send some photos of the place where we are so that, although they can’t be with us there, they can still see how beautiful it is.

1. **New lesson**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **\* Preteach the vocabulary**   * T asks Ss to scan the blog to find these words in the passage. * T may help Ss find out the meaning of the words in the context.   \* Checking technique: Slap the board  T asks Ss to read the postcard and answer the questions.  -T asks Ss to note where they found the information that helped them to answer the questions.  -Ss can compare their answers with their partners.  -T corrects the answers:   1. She will cycle to discover the city. 2. Mai is feeling happy. She used the words such as “fantastic, perfect, amazing, too beautiful” in her postcard.   - Ss read the text again, | READING  * 1. **Vocabulary**   purpose ['pə:pəs](n): mục đích rent (v): thuê  for rent  discover [dis'kʌvə](v): khám phá  amazing [ə'meiziη] (adj): kinh ngạc, sửng sốt   * 1. **Answer the questions**:   \* Key:   1. Mai is in Stockholm. 2. She is there with her family. 3. The weather has been perfect. 4. in a hotel. 5. She has visited the Royal Palace and had “fika” in the old town. 6. “Fika” (a Swedish word) means a leisure break when one drinks tea/coffee and perhaps has some biscuits with family and friends.   **3/ Matching:**  1i 2c 3h 4b 5d 6g 7f 8e 9a |

matching the heading.

* T; How the postcard is organized?
* T checks and corrects.

**\* Speaking.**

- Ss can choose one of the cities they have learnt in this unit, or choose a city in Vietnam they like. Ask Ss to imagine they’ve just arrived in that city and want to tell others about it.

**-** T goes around to observe Ss working. Make sure they speak in full sentences now. Get Ss to join another pair to work in group.

**II. SPEAKING**

**4/ Choose a city....:**

Ss work individually answering the questions in the form of notes, but not in full sentences.

**5/ Pair work.**

- Ss use the notes to tell each other about the city they choose.

# Consolidation

Teacher gets students to retell what they have learnt.

# Homework

* + Prepare for the next lesson: Unit 9: Skills 2.
  + Learn by heart all the new words
  + Do Ex D1, 2, 3 (WB)

# UNIT 9: CITIES OF THE WORLD

**Lesson 6: Skills 2**

1. **Aims**

Listen for specific details including facts and figures. Write a holiday postcard.

# Objectives

By the end of the lesson students will be able to:

* + Listen for specific details including facts and figures.
  + Write a holiday postcard.
  + Practise listening and writing skills.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio disk.

# Anticipated problems

Weak students may find it difficult to catch up with the whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks Ss’ homework.
  + Get one student to go to the board to write new words.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * Pre-teach new words.   T ask Ss what they see in the photos first. Ask if they know about Nobel Prize. Ss can talk about this in Vietnamese if they don’t have enough vocabulary.  - T goes through the statements with Ss. Ask Ss to underline the most important information in each sentence. Ask Ss to listen for main ideas.   * Play the recording as many times as Ss wish. * Ss listen to exact details in the recording. Ask them to identify the kind of information they have to find out: years, amount of money, number of people, date,,, * Play the recording. * Write 5 Ws and 1 H on the board and ask Ss to give examples.   **Notes:** Space for writing on postcards is not big so people often write short sentences which contain the most important, and which can express what they are feeling. Tell Ss that | Listening  * 1. **New words** * award (n, v) [ə'wɔ:d] * Nobel prize (n) : * diploma (n) [di'ploumə] : * palace (n) ['pælis] : * medal (n) ['medl] : * receive (v) [ri'si:v]  1. **Look at the pictures. What do you see?** Nobel Prize, Royal Palace, museum, cafes, restaurants, shops.  True or False?  1. T 2. F (The oldest, not the biggest) 3. F (Today, the Old Town is a place with cafes, restaurants, shops and museums.) 4. F (All Nobel Prizes, except for the Nobel Peace Prize) 5. F (It is presented by the Swedish King.)   **4. Gaps fill**  Key:  1. 14 2. 700 3. 3,000  4. 10 December 5. 10 million  **II. WRITING**  **A holiday postcard Study skills**  (Draw Ss’ attention to the postcard in **2**, page  28 in Student book. Have Ss make the questions in full.)  **5. Rearrange the words to make sentences.**  1. Stockholm is fantastic! |

contraction is often used in writing postcards to make it short and informal.

* Ask Ss to use the notes they have made in Speaking 4, page 28 to write a postcard to their family or friends.

Remind them how the 5 Ws and 1 H are included in the notes.

* Ss swap and give feedback on each other’s writing once they have finished.

1. We’re in Da Lat!
2. We’re having a good time here!
3. I love Disneyland!
4. You must come!
5. I wish you were here!
6. **Write a postcard.** July 2, 2014, Dear......,

Sam Son is fantastic! The weather has been perfect. It’s sunny. The hotel is OK. I like sea food!

# Consolidation

Teacher gets students to retell what they have learnt.

# Homework

* + - Prepare for the next lesson: Unit 9: Looking back & Project.
    - Learn by heart all the new words
    - Do Ex E1, 2, 3 (WB)

# UNIT 9: CITIES OF THE WORLD

**Lesson 7: Looking back & project**

1. **Aims**

To help students recycle the language from the previous sections and link with the topic: Cities of the world.

# Objectives

By the end of the lesson students will be able to:

- Revise and make the use of all the target knowledge in unit 9.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

It is rather difficult for Ss to make use of all the content of this unit.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks students’ homework.
  + Collect some Ss’ writing to mark.

# New lesson

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s activities*** |  | ***Students’ activities*** |  |
| Ss work individually to do exercises.  Asks Ss to compare their answer with their partner  Gives the answers   * Ask Ss to complete the conversation individually. They can share answers with a partner, but they should record their original answers to guide their self-assessment. * Go through the questions with Ss. If they do not have any information about a particular question, stop and give at least 3 answer options for them to consider. After they have completed the fact sheet, have whole class discuss about the answers. * Tell Ss for a reference they can look at the text about Britain on page 25 in Student’s Book. * Ss can use the question from the Class Survey in A closer look 2, page 30 to help them. * Get Ss to lengthen the dialogue by asking some wh-question to guess if their partners are telling the truth or not. |  | Vocabulary: Activity 1 Do the work individually and compare with partner  Check the answer  1a,b 2a,c 3a,c 4a,b 5b,c   1. **Grammar Activity 2** Key:    1. Have you ever been 2. Have you been   3. have been 4. have been  5. Have you visited 6. have seen  **Activity 3**: Key:   * Biggest city: Ho Chi Minh City. * Oldest university: Quoc Tu Giam, Thang Long - Ha Noi (1076) * Most popular Vietnamese writer: Nguyen Du, Nam Cao * Most popular food: spring roll (Nem), noodles (Pho) * Most popular drink: tea, coffee * Most common activity: Watching TV   **Activity 4**:   * Write a short paragraph about Viet Nam.   **III. Communication Activity 5**.  Practise asking and answering “Have you ever.....?” question.  A: Have you ever been on TV? B: Yes.  A: When was that? B: Last year.  A: Which programme were you in? B: Erm...the Evening News.  A: Why were you there? B: I don’t remember. |  |

- Students do the project as homework.

A: Oh, you’re a liar!

**PROJECT**

# Consolidation

-Summarize the main point of the lesson.

# Homework

* + Prepare for the next lesson: Unit 9: Getting started.

# Aims

**REVIEW 3**

This lesson will help students revise the language they have studied and the skills they have practiced since unit 7**.**

# Objectives

By the end of the lesson, Ss can review the language they have learnt include: pronunciation, vocabulary and grammar they have learnt from unit 7-8-9 by doing exercises.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak students may find it difficult to catch up with the whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

|  |  |  |  |
| --- | --- | --- | --- |
| **Brainstorming:**  -Have Ss work in 2 teams.  -Teacher checks with whole class. |  | Present perfect |  |
| What you have learnt in units 7-9?  ` Past simple | | |

1. **New lesson**

|  |  |  |
| --- | --- | --- |
| 1. started | 2. play | 3. had |
| 4. is | 5. bought | 6. has worked |

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * Ss work individually. * T plays the recording. Ss listen and check. * Play the recording. Ss listen carefully. * Play the recording again.   Ss do this task separately and share their answers later with a partner.   * T checks with whole class. * Ask Ss to look at the whole sentence to decide what kind of word is missing before referring to the list of words given. * T elicits from Ss the use of the verb tenses they learned. * T focuses on the difference between the simple past and the present perfect tenses. * Review the use of the question words. * Ss do the exercise, if a question word is wrong, ask Ss to explain why.   Ss do this task separately and share their answers later with a partner.   * T checks with whole class. | **A. Pronunciation:** Activity 1 Which underlined sound is pronounced differently in each group?  *1C 2A 3A 4B 5D 6D*   * ***Activity 2***   Listen to the recording and repeat the sentences. Concentrate on the sound [θ] and [ð].  **B. Vocabulary:**   * ***Activity 3:***   1A 2B 3A 4A 5C   * ***Activity 4:***   1. Paris 2. football   3. local television 4. country  5. remote control 6. Summer sports  **C. Grammar:**  ***Activity 5:***  ***Activity 6:***   1. what 2. When 3. Correct 4. How tall 5. Correct   ***Activity 7:***   * 1. the most 2. the most popular expensive   3. the most 4. the most  interesting colourful  5. the most dangerous  **D. Everyday English**  ***Activity 8***  do the task in pairs |

1. e 2. a 3. c 4. b 5. d

# Consolidation

Teacher gets students to retell what they have learnt.

# Homework

* + Prepare for the next lesson: Review 3: Skills.

# Aims

**REVIEW 3**

**(cont.)**

This lesson will help students revise the language they have studied and the skills they have practised since unit 7**.**

# Objectives

By the end of the lesson, Ss can review skills( reading, speaking, listening & writing they have learnt from unit 7-8-9 by doing exercises.

# Materials

* + Text book
  + Board, chalk,...
  + CD record &cassettes.

# Anticipated problems

Weak students may find it difficult to catch up with the whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* T checks Ss’ homework.
* Ask if Ss have any questions or not.

- T - Ss

1. **New lesson**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * Ss do individually and check their answers with a partner before giving their answers to T. T confirms the correct answers * T checks Ss’s answers . | **A. Reading**  \* Ex1+2 (individual) KEY:  Ex1: 1B 2A  Ex2   1. Who’s faster 2. Putting your toes together 3. Who’s faster |

4. Putting your toes together

* Have Ss take notes in the table and report it to the class.

T plays the recording once for Ss to listen. Play the recording again for Ss to write down their answers. Announce the answers to Ss

Ask Ss to go through the questions and determine what information is needed for the answer.

* Play the recording, ask Ss to listen carefully for specific information.
* Ask Ss to read the table and decide what tense/sentence structure to use for the writing and how the information is organized.
* Let Ss write a passage about Mark and Tim visit last summer.

# Speaking:

\*Ex3. Ss work in groups interviewing their friends about their likes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Questions | Person 1 | Person 2 |  |
|  | 1. What city/country would you like to visit? |  |  |  |
|  | 2. What sports/games do you like playing? |  |  |  |
|  | 3. What TV programme do you like best? |  |  |  |

# Listening:

**Have you ever...?**

\*Ex4. (individual) KEY :

* 1. competition 2. skiing

3. country 4. Canada

5. cartoon

\*Ex5. (individual)

1. running race
2. Thailand
3. Wait and see

# Writing:

|  |  |
| --- | --- |
|  |  |
| Country | India |
| Cities | Delhi, Madurai |
| Activitie s | Watch snake performance. Visit temples and historic building, eat kebas (thịt nướng) |
| Date | No 18 - 25 |
| People | Friendly |
| Weather | Very hot |

*Last summer, Tim and Mark visited India. The weather there is very hot. They visited Madurai and the capital of India, Delhi. They watched snake performance, visited temples and historic buildings. They also ate kebabs there. It’s very delicious. In India, they met and talked a lot of people. The Indian are very friendly. They love India.*

# Consolidation

Teacher summaries and review unit 7, 8, 9.

# Homework

* + Do the Test yourself 3.
  + Prepare for the written test.

# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 1: Getting started**

1. **Aims**

This lesson will present the vocabulary and grammar items to be learned. Ss then practice listening and speaking with the lexical items related to the topic "Our houses in the future".

# Objectives

* + Vocab: types of houses and appliances.
  + Grammar: “will” for the future, “might” for future possibility.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision Chatting

* Let Ss review unit 2.
* Write on the board “Our houses in the future”.
* T lets Ss say something about the

houses they are living in and the future - Discuss in group.

they have got.

|  |  |
| --- | --- |
| Type of house | UFO |
| Location | in the mountains |
| Surroundings | many tall old trees |
| Number of rooms | 20 |
| Appliances in the room | a wireless TV |

* T tells them to think about the houses and the appliances they would like to have in the future.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| Teacher sets the scene by asking Ss about the picture  + What is this?  + What are Phong and Nick doing?  + What can you see in the picture?  ***\* Vocabulary checking* : R.O.R**  - Ss listen to the dialogue.   * Ss read the dialogue in silent. * - Have some pairs of students read the dialogue in front of the class.   \* T asks Ss read the table in part a.  - T gives 2 minutes to Ss read it and complete the table.  (T asks Ss to share their answers before discussing in groups or the whole class.  T corrects and gives the right answers  \* T tells Ss to read the conversation again and find the appropriation information to complete the sentences   * Ask them to share their answers in pairs or groups. * Ss practise saying the answers together. * Ask Ss to pay attention to the use of will and might .   \* T asks Ss to read the words  - T explains new words if | **Getting Started.**  *1. Vocabulary:*   * UFO ( unidentified Flying object): vât. thể bay, đĩa bay) * solar ['soulə] energy (n): năng lượng mặt trời. * appliance [ə'plaiəns] (n): thiết bị, dụng cụ. * wireless ['waiəlis](adj): vô tuyến điện * space ['speis] (n): không gian vũ trụ  Complete the table  1. **Read the conversation again. Complete the sentences**.    1. Phong's house will be in the mountains.    2. His house will be surrounded by many old tall trees.    3. There will be twenty rooms in his house.    4. The house might have a wireless TV to watch TV programs from other planets.   **2. Match the words with the pictures. Then ask your partner about them.**   * space houseboat. * motorhome |

necessary.

* Ss read all new words.
* Have some Ss to read before in front of the class.
* T asks Ss to match the together.
* T corrects.
* T lets Ss ask and answer questions about the pictures.
* T asks Ss to write the adjectives that can be used to describe the pictures and share the answers in pairs.
* T can divide the class into groups and ask each group find the adjectives
* T calls some Ss to write their answers on the board.

S1: Which house do you like best?

S2: I like the palace. S1: Why?

S2: Because it is big.

* Have some pairs of Ss to practise.
* T asks Ss to read the phrases aloud.
* T lets Ss tick where they want their houses to be located and tell the group about them.
* Have some Ss to write the sentences on the board.

T divides the class into 4 groups Each group tries to guess where their house is located.

* Eg:

A: Outside my window I can see the beach and the water. I see children playing. Where's my house?

B: It's by the sea. A; Correct!

* skyscraper

1- c 2- a 3- e 4- b 5- d

# 3a. Work with a partner. What adjectives can you think of to describe the houses in 2?

* big, beautiful, big, tall, nice, large....
* T gives some adjectives if necessary. Eg: big, beautiful, tall, nice, large....
* Ss ask and answer before the class

# 3b. Ask and answer

S1: Which house do you like best? S2: I like the palace.

S1: Why?

S2: Because it is big.

# Read the phrases aloud. Tick the place where you want your future house to be located and write sentences.

1. **Game: Outside my window**

* Eg:

A: Outside my window I can see the beach and the water. I see children playing. Where's my house?

B: It's by the sea. A: Correct!

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 10: A closer look 1.
  + Practise reading the dialogue fluently.
  + Learn by heart all new words.

# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 2: A closer look 1**

1. **Aims**

By the end of the lesson, ss will be able to pronounce correctly the sounds

/dr/ and /tr/ in isolation and in context; Use the lexical items related to the topic “Our house in the future”.

# Objectives

* + Vocab: Types of houses and appliances.
  + Pronunciation: /dr*, tr*/.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + T checks Ss’ homework.
  + Ask if Ss have any questions or not.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * Teacher uses different techniques to teach vocab (situation, realia) * Follow the seven steps of teaching vocab.   \* Checking vocab: R0R   * Play the recording, let SS listen to the words. Play it again with pause for them to repeat each word. Teacher corrects their pronunciation. * Let SS work in pairs to put the words in the column. | VocabularyVocabulary  * automatic [,ɔ:tə'mætik](adj) tự động * dry (v) làm khô, sấy khô * hi-tech (adj): Công nghệ cao * look after (v): Chăm sóc * modern ['mɔdən](adj) : Hiện đại * Repeat in chorus and individually * Copy all the words   **2. Put the words in the right column**   * Living room: wireless TV * Bedroom: Wireless TV, hi-tech robot * Kitchen: modern fridge, automatic dishwasher * Bathroom: automatic washing machine   **3. Matching** |

* + Ss work individually.
  + Ask Ss to read the example first. Tell them to role-play the conversation using the information in **2**

T notices the way to read the sounds.

* + Play the recording twice. Ss listen and repeat the chants sentence by sentence. Help Ss recognize the two sounds then practise them together.

Key:

1c 2d 3b 4e 5a

# Role play

**II. Pronunciation**

/dr/ and /tr/

Practise sounding out the sounds /dr/ and

/tr/ together.

1. **Listen and write the words with the sound** /dr/ and /tr/**.**

* Sound /dr/: drive, drop, drip, dripping
* Sound /tr/: countryside, travel, train, tractor

1. **Practise the sounds** /dr/ and /tr/**.**
   * Let Ss read the words in the table again, ask them to pay attention to the sounds /dr/ and

/tr/.

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 10 : Closer look 2.
  + Do exercise A1, 2 (p.26), B1, 2 (P.27) workbook.

# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 3: A closer look 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1d | 2f | 3a | 4g | 5b |
| 6h | 7e | 8c |  |  |

1. **Aims**

By the end of the lesson, ss will be able to:

* + Use Will to talk about future action.
  + Use might to talk about future possibility.

# Objectives

* + Grammar: The future simple.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks Ss’ homework.

+ One student goes to the board to write new words and practise reading the two sound /dr/ and /tr/.

* + Get one student to read the dialogue (Listen and read) by heart.
  + Teacher check with students.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * Teacher explain how Will + V is used and how it is formed. * Get Ss to study the grammar box. Teacher explains what students don’t understand. * Let Ss work in pairs. * Correct Ss’ mistakes. * Call some Ss to say out their answers separately. * Let Ss work individually. Teacher corrects their answers and may call on some Ss to say their answers for the class separately. * Teacher give explanations if necessary. | **I. Grammar. Will for future.**  \* Grammar box (TB P.41)  We used will + V to talk about actions we think are likely to happen in the future.  **II. Practice**  **\* Activity 1**  1. will 2. won’t 3. will 4. will  5. will 6. will 7.will 8.won’t 9.will 10. won’t Activity 2. Matching  * **Activity 3. Group work**   Ss discuss the question: What will appliances |

* Divide Ss in to groups of 4.
* Teacher gets some advanced students to report to the class.
* Teacher explain how Might + V is used and how it is formed.
* Get Ss to study the grammar box. Teacher explains what students don’t understand.

.

* Play the recording and ask Ss to listen and read the poems, focusing on the rhythm and intonation. Ask Ss to read the poem individually and underline all the phrases “might + V”
* Ss share the answers with a partner.
* Have Ss study the example first. Then ask them to think about what they might do or have in the future. Finally, Ss share their ideas with their classmates. They may use the ideas in **2** and/or **4**.

do in the future? What won’t they do? Using the phrases in **2**.

Ex: Robots will cook the meals.

Robots won’t take care of children.

# Might for future possibility

* We use might + V to talk about actions that are possible in the future (We are not sure if they will happen or not).

# Activity 4. Make imperative sentences

|  |  |  |
| --- | --- | --- |
| 2T | 4F | 4F |
| 5T | 6F |  |

* **Activity 5. Group work**

Think about what you might do or have in the future. Share your ideas with your classmates. Ex:

I might have a smart phone to surf the Internet.

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 10: Communication.
  + Do exercise B3, 4, 5, 6, 7(p.27-28) (Workbook).

# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 4: Communication**

1. **Aims**

Students can use “simple future tense” or “might” to talk about things or home in the future through communication activities.

# Objectives

By the end of the lesson, Ss can use “simple future tense” or “might” to talk about things or home in the future through communication activities.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak Ss may find it difficult to express their idea.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

**Chatting**

+ What might We do in the future? Write sts’ answers on the board quickly

Ask sts to give their discussion on these answers

Ask them to read these answers aloud Repeat the use of ‘ might/ will?

Sts take turn to answer the questions

**2. Revision**

|  |  |
| --- | --- |
| **3. New lesson** |  |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **Task 1**  Ask sts to write the phrases on six pieces of paper  Ask them to try to remember these phrases  Ask them to play the game in two teams : One st from each team shows a piece of paper then sts from other team have to guess the phrase in that piece of paper . With one correct answer, the team will be added 1 point  ***Task 2***  a/ Ask sts to read the questions and answer them by ticking Yes/ No Ask them to share the answers with their partner  b/ Ask sts to work in pairs , using the questions in “a” to interview their partner  Ask them to read the model example first  Ask them to work in pairs  Note them that they have to use “ | **Play game Ex 1/**   * go to school * have telephones at home * watch films in the cinema * take pictures with our cameras * go on holiday to the beach * send postcards to friends Sts work individually   Ex 2/  b/ Work in pairs  You: Hi, Hung. Will you have a lot of trees and flowers around your house? Hung: Yes, I will  You: Will your house be in the mountain? Hung: No, I want my house by the sea |

will, might” in their conversation Ask sts to work in pairs aloud

Pay attention to their pronunciation

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 10: Skills 1.
  + Do exercise C1, 2 (p.28-29) (Workbook).

# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 5: Skills 1**

1. **Aims**

Reading for specific information about houses in the future and future appliance.

Talking about houses in the future(types, locations, surroundings, rooms, appliances).

# Objectives

By the end of the lesson students will be able to:

* + Read for specific information about houses in the future and future appliance.
  + Talk about houses in the future.
  + Practise speaking and reading skills.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak students may find it difficult to catch up with the whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks Ss’ home work.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| Interaction between Ss & Ss   * T hangs another picture and asks Ss to look at the picture first.   S: Read the text in silence and check the answers  T helps Ss master new words One s tells the answer.   * T asks Ss to read the text again * T asks Ss to match the phrases in A   with the correct ones in B.  \* T asks Ss to read the passage again in silence.  T asks 1 ss question (a) to make example.   * Ss work in pairs for 2 mins. * Have some pairs of Ss to ask and answer in front of the class.   **-** Others give remarks.  - T gives out the correct answers. | READING  * 1. **Look at the picture and discuss with a partner.**   + What type of house do you think it is?   * + - It's a villa.   + Where do you think the house is?   * + - On the ocean   + What can you see around the house?  + What can you see in the house?  **-** robots …. Quickly read the text. Check your ideas from 1: + helicopter (n)  + solar energy (n)   1. **Read the text and match the phrases in A with the correct ones in B.**   \* Answer key:  1- a, e, c, 2- b, d, f, g  **4. Read the passage again and answer the questions.**  \* Suggested answer:   1. On the ocean 2. There will be a swimming pool in front and a large flower garden behind the house. 3. No, it won't. 4. They will do the housework.   **II. SPEAKING**  **5. Work in pairs. Draw your future** |

* Ss copy down.
* T: Please draw your future house ( don’t show your partner) and then describe it.

Eg: My house will be

* T asks Ss to work in pairs and follow the instructions.

+ Ss describe their house to their partner and the other will draw the house.

* T asks Ss to draw the appliances in their future bedroom.
* Let Ss discuss their work as given in the example.
* Have some pairs to talk in front of the class.
* T can help, guide the class to give their feedback.

**-** T has ss tell about things they will have and what will it be used to do.

# Consolidation

**house**

Eg: My house will be on the Moon. It will be large and comfortable.

There will be some big trees around it …

# Work in groups. Draw the appliances in your future bedroom then talk about them to the groups.

\* suggested ideas:

* solar energy...
* surf the internet...
* will help me (to) do…
  + order food from...

Eg: I will have a smart phone to talk to my friends on others planets.

Teacher gets students to retell what they have learnt.

# Homework

* + Prepare for the next lesson: Unit 10: Skills 2.
  + Do Ex D1, 2 (WB)

# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 6: Skills 2**

1. **Aims**

To help students develop writing skill, listening skill.

# Objectives

By the end of the lesson students will be able to:

* + Listen to an interview about a house in the future.
  + Write about a dream house.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disc.

# Anticipated problems

It is rather difficult for weak Ss to express their ideas.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

**Brainstorming**

* T asks Sts to work in groups to write all the dream houses, then go to the board to write down.
* T gives suggestions.
* palace - skyscraper - apartment
* UFO - motor home
* space houseboat - villa - flat

Your dream house

1. **New lesson**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **A. Listening:**  ***\* Pre- listening:***  - Ask sts to read the questions of task 1  -T asks Ss to describe the house which they like best  ***\* While- listening:***  - T asks Ss to read the task 1 in their book.  **-** T can give some words before Ss listen.   * Ask them to focus on the task they have to do. * T plays the recording twice. * T asks Ss to listen and write the speakers' names under the correct pictures. * T corrects their answers * Ss listen again and check their answers * Ss copy in notebook * T asks Ss to look at the information in the first column. * T plays the recording again   **-** T asks Ss listen and tick what are important to Nick and Linda. | Listening  * 1. **Listen to Nick and Linda talking about their dream houses. Which house would each prefer? Write their names under the correct pictures.**   - Ss look at the pictures and give the name of them. ( Ss can guess the name of each picture)  Eg:  + type of house:  + surroundings:  + locations:  \* New words:   * coast (n): * view of the sea * super cable TV:   Linda: P3: ( villa by the sea, with a swimming pool and a flower garden) Nick: P1: ( apartment in the city)  **2. Listen to the conversation again. What is important to Nick? What is important to Linda? Tick the columns.**   * Linda: sea view, swimming pool, garden, quiet. * Nick : park view, city view, cable TV   **II. Writing** |

* + - Ss check their answers each other
    - T calls Ss to give their answer to the class and correct the mistakes where necessary.

# B. Writing:

## \* Pre-writing:

* + - T divides the class into six groups
    - Each groups has to discuss their dream houses
    - T can give some suggested ideas
    - Ss answer the questions in the part 3
    - Ss fill the table, using the main information they have discussed in 3.
    - T goes around the classroom and check their answers

# Work in pairs. Discuss the following ideas about your dream house

* What type of dream house is it?
* Where is it located?
* What is there surrounding it?
* What is it like?
* Do you love your dream house?

# Now fill in the table about your dream house

|  |  |
| --- | --- |
| Type of house |  |
| Location |  |
| Surroundings |  |
| Number of room |  |
| Things in the house and what they will/ might do for you. |  |

Ss to write about the dream house.

## \* While- writing:

* + T checks the writing of students
  + T repeats some important structures when writing about the dream house.

# Consolidation

-Summarize the main point of the lesson.

# Homework

* + Prepare for the next lesson: Unit 10: Looking back & Project.
  + Do Ex E1, 2 (WB)

# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 7: Looking back & project**

1. **Aims**

To help students recycle the language from the previous sections and link with the topic: Our houses in the future.

# Objectives

By the end of the lesson students will be able to:

* + Revise and make the use of all the target knowledge in unit 10.
  + Use will to talk about their future appliance.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

It is rather difficult for Ss to make use of all the content of this unit.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks students’ homework.
  + Get two teams to name appliances in the home.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| Ss work individually to do exercises.  Asks Ss to compare their answer with their partner  Gives the answers   * Ask Ss to work individually to complete the table. * Have Ss write their answer in their notebooks * asks Ss to do the exercise individually. Check the answers with their partners.   Checks with the whole class   * asks Ss to do the exercise individually. Check the answers with their partners. * T checks with the whole class | Vocabulary:  * 1. **Activity 1&2: Activity 1**.   Do the work individually and compare with partner  Check the answer  a. robot b. automatic dishwasher   1. wireless TV 2. automatic washing machine 3. modern fridge 4. smart clock   **Activity 2**   * 1. Robot: clean our house, wash our clothes   2. Automatic washing machine: wash and dry our clothes   3. wireless TV: ...  Grammar  * + **Activity 3**   1. won’t 2. will 3. will  4. won’t 5. will 6. won’t  \* **Activity 4**: Gap fill  1. might 2. might 3. might not  4. might not 5. might, might  **III. Communication Activity 5**. |

* Ss read the conversation in the example then role play, using the information in 2.
* Have Ss write one of the conversations in their notebooks.

Think about an appliance you would like to have in the future. Write details about the appliance.

(Ss may do this at home)

**Pair work**

Example:

1. A: Will robots clean your house in the future?

B: Yes, they will.

1. A: Will super cars run on water in the future?

B: No, they won’t.

* + **Project: My future appliance**

*I will have a robot. It will help me take care of the flowers in the garden.*

1. **Consolidation**

-Summarize the main point of the lesson.

# Homework

* + Prepare for the next lesson: Unit 11: Getting started.
  + What can you do to make our world greener?

# REVIEW 4

1. **Aims**

This lesson will help students revise the language they have studied and the skills they have practised since unit 10**.**

# Objectives

By the end of the lesson, Ss can review the language they have learnt include: pronunciation, vocabulary and grammar they have learnt from unit 10, 11, 12 by doing exercises.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak students may find it difficult to catch up with the whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

Could

**Brainstorming:**

-Have Ss work in 2 teams.

-Teacher checks with whole class.

Conditional sentence type 1

Will be able to

What you have learnt

in units 10-12?

`

1. **New lesson**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * Ss work individually. * T plays the recording. Ss listen and check.   Ss do this task separately and share their answers later with a partner.   * T checks with whole class. * Ask Ss to do this exercise individually. * T quickly checks students’ answers. * T elicits from Ss the form and the use of will for future prediction. * Call a student to do the exercise on the board while other students do it. * T elicits from Ss the form and the use of conditional sentence type 1.   Ss do this task separately and share their answers later with a partner.   * T checks with whole class. | **A. Pronuciation:**  ***\* Activity 1***  Which underlined sound is pronounced differently in each group?  *1A 2C 3B 4A 5A*  **B. Vocabulary:**  ***\* Activity 2:***  1. Deforestation 2. Air  3. noise 4. soil  ***\* Activity 3:***  1. recognise 2. guards  3. make 4. do Grammar: ***Activity 4:***   * 1. will be 2. will use 3. won’t be   4. won’t need 5. will bring  ***Activity 5:***   1. If we continue to pullute the air, we will have breathing problems. 2. If we (can) prevent deforestation, we will help animals and the planet. 3. If we recycle more, we will save a lot of materials. |

|  |  |
| --- | --- |
| ***Activity 6:***  1. might meet | 2. will leave |
| 3. will go | 4. might visit |
| 5. might go | |

# Consolidation

* T elicits from Ss the form and

the use of might. Ask Ss to tell the differences between the use uf will and might.

* Call a student to do the exercise on the board while other students do it.
* Ss do this task in pairs.
* T checks with whole class.
* Ask some pairs to act out the short conversations.

**D. Everyday English**

***Activity 7***

do the task in pairs

1. a

2. c 3. b

Teacher gets students to retell what they have learnt.

# Homework

* + Prepare for the next lesson: Review 4: Skills.

# REVIEW 4

1. **Aims**

This lesson will help students revise the language they have studied and the skills they have practised since unit 10**.**

# Objectives

By the end of the lesson, Ss can review skills( reading, speaking, listening & writing they have learnt from unit 10, 11, 12 by doing exercises.

# Materials

* + Text book
  + Board, chalk,...
  + CD record &cassettes.

# Anticipated problems

Weak students may find it difficult to catch up with the whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* T checks Ss’ homework.
* Ask if Ss have any questions or not.

- T - Ss

1. **New lesson**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * Ss do individually and check their answers with a partner before giving their answers to T. T confirms the correct answers * T checks Ss’s answers . * Have Ss work in pairs, discussing the questions in 3. * T goes around to help weaker Ss. * Have Ss work in groups taking turns to describe their future house and try to persuade their group members to live in it. * Ask each group to choose the student who has the best future house.   T plays the recording once for Ss to listen. Play the recording again for Ss to write down their answers. Announce the answers to Ss   * Set up the writing activity. T reminds Ss that the first most important thing is always to think about what they are going to write. In this case, Ss may use the ideas given in 5 or their own ideas. * Teacher brainstorms with Ss for the language necessary for writing and note some useful expressions and language on the | **A. Reading**  \* Ex1+2 (individual) KEY:  Ex1: 1A 2B 3C 4D  Ex2: 1A 2B 3A 4A Speaking: \*Ex3. Work in pairs. You are going to design your future house. Discuss the questions.  \*Ex4: Work in groups. Take turns describing your future house and try to persuade your group members to live in it. Who has the best future house in your group?  *My future house is.......*   1. **Listening:**   \*Ex5. (individual) KEY :  1  4   2  5   3  6    1. **Writing**: **Write about what you should do to improve the environment. Use the ideas from 5 or your own ideas.**   *I think we can do many things to improve the environment around us. Firstly, we should recycle more rubbish such as glass, paper, plastic,... Next, we should pick up rubbish in parks or in the street. Then, we can use reusable bags instead of plastic bags. Finally, we should save energy. We can turn off lights and TVs when we are not using them.* |

board.

- Have Ss write the draft first, then ask them to write their final version in class or at home.

1. **Consolidation**

Teacher summaries and review unit 10, 11, 12.

# Homework

* + Do the Test yourself 4.
  + Prepare for the written second semester test.

# UNIT 11: OUR GREENER WORLD

**Lesson 1: Getting started**

1. **Aims**

This lesson will present the vocabulary and grammar items to be learned. Ss then practice listening and speaking with the lexical items related to the topic "Our greener world".

# Objectives

* + Vocab: Things that can be reduced, reused and recycled, environmental problems and their effects.
  + Grammar: Conditional sentence type 1.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

**Chatting**

* + Asks students to go to the board to correct the homework.
  + Who can tell me how to make our world green?

S: plant trees

Collect paper/ bottles and cans/ ....

Reducing/ reusing / recycling

Give the correction( write a poster for his/ her future appliance)

* Discuss in group.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| Introducing: using the picture in the book on page 48 and asks students to look at it then to answer the questions:  + What are they doing?  + What is this?  + What do you know about this shopping bag?  - Pre-teach vocabulary  \* Vocabulary checking : R.O.R   * Ss listen to the dialogue. * Ss read the dialogue in silent. * Have some pairs of students read the dialogue in front of the class.   \* T asks Ss do exercise **a**  - T gives 2 minutes to Ss read it and complete the table.  (T asks Ss to share their answers before discussing in groups or the whole class.  T corrects and gives the right answers  \* T tells Ss to read the column A and B to make sure they understand. Get Ss to give the answers.  - Confirm the correct answers.  \* T asks Ss to read conversation | - Students look at the picture then answer the questions:  + They are going to the supermarket.  + It’s a shopping bag  + (S/T) : It’s a reusable shopping bag. It’s better than a plastic one because it’s made of natural materials. So it doesn’t cause the polluted environment.  **Getting Started.**  **1. Vocabulary:**   * reuse (v): Tái sử dụng   + reusable [,ri:'ju:zəbl] (adj): Có thể dùng lại được   * pollute [pə'lu:t] (v): Ô nhiễm   + pollution [pə'lu:∫n] (n): Sự ô nhiễm   * deforestation [di,fɔris'tei∫n] (n): Sự phá rừng * cause [kɔ:z](v, n): Nguyên nhân; gây ra * natural ['næt∫rəl](adj): tự nhiên * environment [in'vaiərənmənt] (n): môi trường  Gap fill  * 1. on a picnic 2. reusable, natural   3. the check-out 4. a/ a reusable  5. cycling  b. **Matching.**  1b 2c 3a |

again to find the expression. Ask Ss to guess the meaning. Explain the meaning if necessary.

* Ss work in pairs.

Says to students about the environmental problems today on page 49. Then asks the students to look at the picture and write each problem in the box under the picture.

+ Ask students to do exercise “2” in the book in groups in 2 minutes. Saying about the environmental problems today and write the environmental problems under the picture

+ Call students to go to the board to do in 2 minutes

+ Call some others to stand up and give the answers ( one by one)

+ Give the correction if necessary.

+ Teacher ask students to listen carefully to check the answers

+ Teacher ask students to listen again and repeat the answers.

+ Call some students to stand up and read again

* Ask Ss to read the “Watch out” box. T makes example of the two structures.
* Ss work in pairs to complete the exercise.

+ Ask a student to read the rule on page 49

Divide the class into 2 teams to write down as many effects of the environmental problems today in 5 minutes

+ Teacher give out the remark.

# Find the expressions

* 1. I understand.
  2. used to introduce a new subject for consideration or to give further information.
  3. used to say “no” or “not” strongly (can also be used to mean “No problem”)

# Gap fill

* 1. I see 2. Not at all 3. By the way

# There are a lot of environmental problems today. Write each problem in the box under the picture.

Key:

* 1. soil pollution
  2. deforestation
  3. water pollution
  4. noise pollution
  5. air pollution

# Now, listen, check and repeat the answers

1. **Match the causes in column A with the effects in column B**

* to make sb do sth
* to cause sth

Key: 1b 2d 3e 4c 5a

# Game: Which group is the winner?

+ student listen to the rule on page 49

* write down as many effects of the environmental problems today in 5 minutes
* Make at least 5 sentences with 5 effects using the structures in **4**.

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 11: A closer look 1.
  + Practise reading the dialogue fluently.
  + Learn by heart all new words.

# UNIT 11: OUR GREENER WORLD

**Lesson 2: A closer look 1**

1. **Aims**

By the end of the lesson, ss will be able to:

* + Pronounce correctly the sounds / ɑ: / and / æ / in isolation and in context; Practise some words about things that can be reduced, reused and recycled.
  + Improve their listening skill, writing skill and pronunciation.

# Objectives

* + Vocab: Things that can be reduced, reused and recycled...
  + Phonetics: Practise the sounds: / ɑ: / and / æ /.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

Students may get confused when practising the sound / ɑ: / and / æ /.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks students’ homework:

+ Write new words

+ Read the dialogue

|  |  |  |
| --- | --- | --- |
| **Reduce** | **Reuse** | **Recycle** |
| Rubbish, plastic bag, noise, plastic bottle, paper, water *Electricity, gas* | Plastic bag, glass, plastic bottle, can, paper, bulb, water, clothes *Envelope, carton box, old textbook* | Rubbish, plastic bag, glass, plastic bottle, can, paper, bulb *Newspaper, textbook, plastic container* |

# New lesson

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s activities*** |  | ***Students’ activities*** |  |
| 1. **Vocabulary**  Teaching vocab  * Teacher uses different techniques to teach vocab (situation, realia) * Follow the seven steps of teaching vocab.   \* Checking vocab: Matching (Ex 2 P.50)  - T plays the recording for Ss to listen and check their pronunciation.  ***2. Matching (1 P.50)***  ? Ss work individually then compare in pairs.  ? Teacher gives feedback.  - - Elicit the difference between “recycling” and “reusing” from Ss.  ***3. Put the words in 2 into groups (3 P.50)***   * Ss work in pairs. Get 3 Ss to go to the board to write their answers * Elicit some more words for each group from Ss   ***3. Listen to the “Three Rs” song (4 P.50)***  - Ss listen then sing along.  **II. Pronunciation**  ***1.*** / ɑ: / and / æ / ***(5 P.51)***  - Explain how to make the two sounds.  ? Listen and repeat. Pay attention to the sounds /ɑ:/ and  / æ /  ***2. Listen and group the words (6 P.51)***  - Play the tape twice  ? Work individually to put the |  | * reduce [ri'dju:s](v): Giảm bớt * recycle [,ri:'saikl](v): tái chế * bulb [bʌlb](n): Bóng đèn * rubbish ['rʌbi∫](n): Rác rưởi * glass [glɑ:s](n): thủy tinh * bottle ['bɔtl](n): chai, lọ * Repeat in chorus and individually * Copy all the words   1. rubbish 2. plastic bag 3. glass  4. plastic bottle 5. can 6. noise  7. paper 8. bulb 9. water  10. clothes    Key:   * Listen and repeat * Do the task individually   **Key:**  Sound / ɑ: /: fast, plastic, glass, dance, answer, afternoon. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| words into two groups.  ? Check your answers in groups.  - Have two students write on the board.  **3. Read the conversation. Write / ɑ: / or / æ / below each underlined letter (7 P.51)**  - Ss work individually then compare the answer with a partner.  **III. Production**  ? Play the recording and pause after each word which has the underlined part. (8 P.51) |  | Sound / æ /: had, bag, apple, activity |  |
| Ss read the conversation. Write / ɑ: / or / æ / below each underlined letter 7 P.51  **Key:**  Sound / ɑ: /: class, ask, father. Sound / æ /: stand, have, that   * Ss listen to the conversation and check their answers. * Ss practise the conversation with a classmate. | | |

# Consolidation

Teacher gets students to retell how to make sound /ɑ:/ and / æ /.

# Homework

* + Prepare for the next lesson: Unit 11: Closer look 2.
  + Learn by heart all the new words

- Do Ex A1,2 P32, B1,2 P33,34 (WB)

# UNIT 11: OUR GREENER WORLD

**Lesson 3: A closer look 2**

1. **Aims**

By the end of the lesson, ss will be able to use conditional sentence type 1 correctly and appropriately.

# Objectives

- Grammar: Conditional type 1

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks Ss’ homework.

+ One student goes to the board to write new words and practise reading the two sound /ɑ:/ and / æ /.

* + Get one student to read the dialogue (Listen and read) by heart.
  + Teacher check with students.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *-* Ask Sts to read the conversation on page 47 while listening to the tape  Ask them to pay attention to the conditional sentence type 1 Ask them to look at the Grammar box  Give the use and the form of the conditional sentence type 1  *If we all use this kind of bag,*  *we’ll help the environment.*   * Teacher asks sts to give the correct verb form.   Sts do the task individually   * Teacher calls one st to do on the board then gives the correct answers * Teacher asks Sts to do the task individually to match the half sentences * Call one st to do on the board * Call others to remark * Teacher gives the correct answers * Ask Sts to do the task individually to combine each pair of sentences * Students do the task individually. * Teacher calls one st to do on the board and others to remark * Teacher gives the correct answers * Teacher asks Sts to do the task individually to complete the sentences then compare the answers with their partner * Students do the task individually. * Call some sts to write their | **I. Grammar.**  **Conditional sentence type 1.**  \* Grammar box (TB P.51)   * **The use:** describes a thing which is possible and likely to happen at present or in the future  The form: *If + S + V ( present simple), S + will/ won’t + V ( infi)*  Eg: If you use less paper, you will save a lot of trees.  **II. Practice**  **\* Exercise 2**   1. is/ will plant 2. recycle/ will help    1. will save/ don’t waste    2. will have/ use    3. isn’t/ will be   **\* Exercise 3. Matching**  - Students do the task individually. Then write the answer on the board.  1- c 2- e 3- b 4- a 5- d Exercise 4. (Ss take turns asking and answering about their last weekend.)   * 1. If we pollute the iar, we will have breathing problems.   2. If people pollute the water, a lot of fish will die   3. If we cut down trees in the forest, there will be more floods   ....................... Exercise 5.  1. If you walk to school, there will be less air pollution. 2. If you use recycled paper, you will save trees in the forest. 3. If the earth becomes hotter, the ice will be melt. 4. If parents teach their children about the three Rs, they will protect the environment better. 5. If you want to save a lot of electricity, you |

sentences on the board

- Call others to remark

- Teacher gives the correct answers

will have to turn off your appliances when you don’t use them.

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 11: Communication.
  + Do exercise B3, B4, B5 (p.34, 35) (Workbook).

# UNIT 11: OUR GREENER WORLD

**Lesson 4: Communication**

1. **Aims**

Students can use “conditional sentences – type 1” and questions to ask about frequency to talk about ways to “go green”.

# Objectives

By the end of the lesson, Ss can use “conditional sentences – type 1” and questions to ask about frequency to talk about ways to “go green”.

# Materials

* + Text book
  + Board, chalk...

# Anticipated problems

Weak Ss may find it difficult to express their idea.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

**Chatting**

* T: Our environment is polluting.

? What can we do to protect the environment?

* T let sts to give students ‘answers freely.

T says: If you do all of things, you can make our environment green and beautiful.

Ss answer: We can:

+ Reduce rubbish.

+ Reuse old bottles, can, paper…

+ Recycle broken glass, plastic bottles, bags and cans, paper……

+ Plant more trees……

**2. Revision**

# New lesson

|  |  |
| --- | --- |
| Column A | Column B |
| 1.do a survey 2.be in need   1. recycling bin 2. breeze 3. wrap 4. invite | 1. cần 2. thùng rác 3. gói, bọc 4. mời   e.tiến hành cuộc điều tra.  f. cơn gió thoảng |

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **1. The 3Rs Club…..**  **\*Extra vocabulary.**  **\* Matching:**   * T asks students to do the exercise independently. * T calls 1 student to do the exercise on the board.   -T calls sts to remark.   * T gives correct answers. * Students compare his/ her answers with yours. * T asks the whole class to read vocabularies on the board.(2 times)   -T asks ss to give example sentences.  **2. Survey:**   * T says about 3Rs Club and explains. * Students listen. * T asks students to read the survey and do this exercise. * Students read silently and do these sentences independently. * T explains and asks students to compare your answers with those on page 57 and count the points. * Students compare and count the point. * Students work in pairs   14 – 16 points: You’re green!  10 – 14 points : Try to be “greener”! 1 – 5 points : You aren’t “green” at all!  **2. Interview a classmate**……..   * T guides students to interview and report your classmate’s answer to the class. * T interviews one student in front of the class. * Students practice in pairs. * T guides students to compare .   ? How many people have from 14to 16 | **1. The 3Rs Club…..**  **\*Extra vocabulary.**   1. Do a survey(v): tiến hành cuộc điều tra. 2. Be in need (v): cần 3.Recycling bin (n): thùng rác 4.Breeze (n): cơn gió thoảng 5.Wrap (v): gói, bọc   6.Invite (v): mời  Ex1: We wrap our books very beautifully.  ***Key:*** - e  1. **– a** 2. **– b** 3. **– f** 4. **– c**   6 - d  **2. Survey: How “Green” are you? Answer the questions by choosing A, B or C.**   * **Answers:**   Q1: A(0) B(2) C(2)  Q2: A(1) B(0) C( 2)  Q3: A(0) B( 2) C(1)  Q4: A(0) B (2) C(0)  Q5: A(1) B(0) C(2)  Q6: A(0) B(2) C(0)  Q7: A(2) B(1) C(0)  Q8: A(2) B(0) C(2)   * **Report:**   Ex: If Mr/ Miss A find a beautiful old glass, he/ she will………….  (Students practice in pairs in front of the class.)  **\*Answers can**  P1: Why do we destroy the forests? P2: What do we have to do to reduce |

points?

? How many people have from 10 to14 points?

? How many people have from 1 to 5 points?

**3. Work in groups:**

* T asks students to work in groups to find other questions to add to the survey.

-Students work in groups.

* T writes some questions of some groups on the board.

-Students give questions.

* T guides students to vote for the best questions.

air pollution?

P3: What do we have to do to reduce soil pollution?

P4: What can we do to protect our environment?

P5: Can you save energy?

1. **Consolidation**
   * Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 11: Skills 1.
  + Do exercise C1, 2 (p.35-36) (Workbook).

# UNIT 11: OUR GREENER WORLD

**Lesson 5: Skills 1**

1. **Aims**

Reading for specific information about tips on how to be “green”. Talking about ways to “go green”.

# Objectives

By the end of the lesson students will be able to:

* + Read for specific information about tips on how to be “green”.
  + Talk about ways to “go green”.
  + Practise speaking and reading skills.

# Materials

* + Text book
  + Board, chalk...

# Anticipated problems

Weak students may find it difficult to catch up with the whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks Ss’ home work.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **-** T gives some pictures | **I. READING**  **Read the 3 Rs club poster about tips to** |

* + T introduces something about 3Rs club:
* asks Ss to talk something about the environment nowadays.
* asks Ss to read 10 sentences about 3Rs.

T asks Ss to do exercise in part 1.

\* concept check:

* meaning, pronunciation
* T asks sts to retell “these words” in which sentences ?
* T corrects the mistakes.
* ask sts to work in groups to do this exercise.

**-** ask sts match the words with their meaning.

- T can explain some new words if necessary.

T observes and helps sts when necessary

**-** ask sts read the 3Rs again and answer the questions.

- Ask sts to work in pairs.

**-** correct.

Let sts practice speaking about discussing with your group and put the tips in order from the easiest to most difficult.

* Ask Ss to work in group to read the 3Rs again and put them in order from the easiest to most difficult.
* Ask Ss to compare the answer with other groups.
* Ask Ss to add more tips to the list.
* T gives some idea.
* T asks Ss to use the items in a,b,c to find creative way to

# become “green”.

* watch the pictures
* listen to the teacher.
* read and answer T's asking

## Find these words or phrases in the text and underline them ( Page 54):

+ Charity ['t∫æriti](n): Lòng khoan dung; hội từ thiện

+ recycling bin (n): Thùng rác

+ swap [swɔp](v): Trao đổi

+ creative (adj)

+ reusable (adj)

## Match the words with their meanings

**page 54.**

1. creative - unique and interesting.
2. charity - giving things to people in need.
3. Swap - give something to a person and receive something from him/her.
4. resable - can be used again.
5. recycling bins - containers for things that can be recycled.

# 4. Answer the questions. page 54.

Keys:

1. We will try to put recycling bins in every classroom.
2. We can swap our clothes with your friends or cousins.
3. We can refillable pens and pencils.
4. We can turn the tap off ………
5. We should bring plastic bottles.

# II. SPEAKING

1. **Work in group.**

* Discuss with your group and put the tips in order from the easiest to most difficult.

2- 3- 4- 8 - 1 - 7- 5 - 6 - 10

( clean your school / clean the street/ talk to other people about the importance to the envirnment’s protection/ recycling the old paper, glasses……………..)

# The last tip tells you to find creative ways to reuse items before throwing them

reuse them.

1. old envelopes?
2. used water bottles?
3. uesd texbooks?

* Ask Ss to work in group.
* T goes around the class to help the groups.
* Ask groups to compere the answers with the other groups.

**away. Can you think of any creative ways to reuse.**

a.- recyling the old envelopes.

- using the old envelopes to wrap food.

1. - reusing the used water bottles.
   * recyling them.
   * using them to make small projects
2. used texbooks.
   * using them to wrap food.

- recyling them.

Eg: I will have a smart phone to talk to my friends on others planets.

* 1. **Consolidation**

Teacher gets students to retell what they have learnt.

# Homework

* + - Prepare for the next lesson: Unit 11: Skills 2.
    - Do Ex D1, 2 (WB)

# UNIT 11: OUR GREENER WORLD

**Lesson 6: Skills 2**

1. **Aims**

To help students develop writing skill, listening skill.

# Objectives

By the end of the lesson students will be able to:

- Listen to get specific information about ways to make the school a “green”

place.

* Write a paragraph about ways to make the school a “green” place.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disc.

# Anticipated problems

It is rather difficult for weak Ss to express their ideas.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks Ss’ homework.
  + Get one student to go to the board to write new words.
  + Help Ss with their homework if they have any problems.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **A. Listening:**  ***\* Pre- listening:*** | 1. **Listening**    1. **Gap fill** |

* Tell Ss that 3Rs Club is looking for a new president. Quickly elicit the necessary qualities of the club president from Ss and write them on the board.
* Have Ss read the advertisement for this position. Ask them what they will do if they become the club president.
* Play the recording for Ss to check their guess then compare the answer with a partner.
* T gives feedback.

## While- listening:

* Write Ss’ answers on the board.
* Play the recording the last time to confirm the answers for both exercise 1 and 2

# B. Writing:

## Pre-writing:

* Ask Ss to read the study skill box. Teacher explain the use of connectors to show sequence.
* Ss work in pairs and interview each other to find out the three things they will do if they become the club president.
* Ask Ss to take note about each other’s ideas.

## While- writing:

* Ss write their paragraph individually based on the suggestions in the book.
* Ask one student to write the paragraph on the board. Other Ss and teacher give comments on the paragraph on the board.
* T collects some writing to correct at home.
  + Ss read the rubric of the first activity then guess the word/number to fill in each blank.

Key:

1. 6A 2. recycling

3. saving lights 4. book

5. 6E 6. bus

7. gardening 8. uniform

# T/F statements.

* + Ss do the exercise individually without listening to the recording.
  + Ss compare their answer in pairs. Key:

1F 2F 3T 4F 5T

# II. Writing

**Study skill - writing**

First - Next - Then - After that - Finally...

1. **Interview a classmate...** Name:..................................................... Idea 1:.................................................... Idea 2:.................................................... Idea 3:....................................................

# Write about your classmate’s idea in

**3. Do you think your classmate will be a good club president?**

1. His/her name and class
2. Idea 1 + explanation/examples.
3. Idea 2 + explanation/examples.
4. Idea 3 + explanation/examples.
5. Will he/she be a good club president?

# Consolidation

-Summarize the main point of the lesson.

# Homework

* + - Prepare for the next lesson: Unit 11: Looking back & Project.
    - Do Ex E1, 2 (WB)

# UNIT 11: OUR GREENER WORLD

**Lesson 7: Looking back & project**

1. **Aims**

To help students recycle the language from the previous sections and link with the topic: Our greener world.

# Objectives

By the end of the lesson students will be able to:

* + Revise and make the use of all the target knowledge in unit 11.
  + Use the conditional sentence - type 1 well.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak students may get confused with the conditional sentence - type 1.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks students’ homework.
  + Get two Ss to go to the board to tell about the conditional sentence type 1.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| Ss work individually to do exercises.  Asks Ss to compare their answer with their partner  Gives the answers | 1. **Vocabulary:**    1. **Activity 1, 2&3: Activity 1**.   Do the work individually and compare with partner  Check the answer  Reduce: electricity, paper, gas, rubbish, water,..  Reuse: bottle, envelope, light bulb, can, .. Recycle: book, can, newspaper, plastic bag.. **Activity 2** |

Ss work in pairs asking and answering questions about the 3Rs.

* asks Ss to do the exercise individually. Check the answers with their partners.

Checks with the whole class

* asks Ss to do the exercise individually. Check the answers with their partners.
* T checks with the whole class
* asks Ss to do the exercise individually. Check the answers with their partners.
* T checks with the whole class
* Have SS write on their notebooks.

Ss work in group. One student interview the other three group members and note down their answer. Ask Ss to report the results to the class.

(Ss may do this at home)

A: Can we reduce water use? B: Yes, we can.

A: How?

B: Don’t take a bath.

# Activity 3a

1. deforestation 2. air pollution

3. water pollution 4. noise pollution

1. soil pollution

# Activity 3b

1b 2e 3a 4c 5d

# Grammar

\* **Activity 4**: Gap fill

1. is - will rise 2. rise - will disappear

3. reduce - will have 4. don’t have, will be

5. are - will be

# *\** Activity 5

1. If students recycle and use recycled materials, they will save energy.
2. If we use the car all the time, we will make the air dirty.
3. You will save electricity if you turn off your computer when you don’t use it.
4. People will stop using so much energy if they want to save the environment.
5. What will you do if you see a used can in the road?

# Communication Activity 6.

**Group work**

|  |  |  |  |
| --- | --- | --- | --- |
|  | What will you do if you have some used plastic bottle at home? | If you want to save electricit y at  home, what will you do? | If you want to reduce rubbish at home, what will you do? |
| Student A |  |  |  |
| Student B |  |  |  |
| Student B |  |  |  |

* + **Project: My future appliance**

*I will have a robot. It will help me take care of the flowers in the garden.*

# Consolidation

-Summarize the main point of the lesson.

# Homework

- Prepare for the next written test.

# UNIT 12: ROBOTS

**Lesson 1: Getting started**

1. **Aims**

This lesson will present the vocabulary and grammar items to be learned. Ss then practice listening and speaking with the lexical items related to the topic "Robots".

# Objectives

* + Vocab: Words to name everyday activities.
  + Grammar: *Could* for past ability, *will be able to* for future ability.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

There may not be enough time for all the activities.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision Chatting

* Give a picture of “ robot”

-T writes " Robot" on the board.

* Ask Ss what " robot" means to them.
* T explains " robot"
* In this unit we are going to learn about “ robot”
* T asks Ss open their books and start the lesson.
  + Teacher - Students.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| - Pre-teach vocabulary  \* Vocabulary checking : R.O.R  - T introduces  + Could for past ability and Will be able to for future ability by sentences in part 1  - In the past they had a minor role. They could do very simple things.   * They will be able to do many things like humans.   They won’t be able to do things like play football or drive a car  T: plays the tape and students listen and read   * Ss listen to the recording( twice) * Ss write the correct answers on the board. * T corrects. * Asks sts to name the thing they see * T asks them to find out four types of robots in the conversation and write them under the correct pictures   -Call 2 pupils to go to the board and write   * Have some Ss to do in front of the class. * T corrects them.   -Have Ss quickly match each activity with its picture.   * Ss play the recording for Ss to check their answers, * T corrects their pronunciation. * T introduces the exercises 3 and demonstrate the game to the class first * Asks a more able S to help you | **Getting Started.**  **1. Vocabulary:**   * Robot ['roubɔt](n) : người máy * role (n): vai trò * minor ['mainə] (adj): nhỏ, thứ yếu.   Minor role: vai trò thứ yếu.   * Human ( adj): con người   **\* Grammar:**  + Could for past ability  In the past they had a minor role. They could do very simple things.  + Will be able to for future ability.  Ex: They will be able to do many things like humans.  They won’t be able to do things like play football or drive a car. Read the conversation again. Answer the following questions.  * 1. They could only do very simple things.   2. Yes, they can   3. They will be able to do many things like humans   4. No, they won’t  Find the four types of robots in the conversation. Write them under the correct pictures below  * 1. teaching robots   2. worker robots   3. doctor robots   4. home robots  Match the activities with the pictures. Then listen, check and repeat the phrases. 1. c 2.d 3. a 4. b.   1. **Game: Miming**   Work in groups. A student mimes one of the |

Let pupils play in groups.

* + - T corrects.
    - Asks the students repeat the example in pairs.
    - T can explain the meaning if necessary.
    - Teacher explains the use and help ss remember the use of **can** to talk about ability in the present and have some ss give examples. of modal “can”: *We use can to talk about ability in the present*.
    - Asks a more able to tell what activities in the pictures he/ she *can* or *can’t* do.
    - Asks the pupils to do the exercises.

Ss work in pairs.

* + - T goes around to help weaker ss.
    - Asks Ss to move around and ask different classmates different questions
    - Ss go around the class asking the questions.
    - Asks Ss to report the results.
    - Counts the number of Yes answers to each question and find out which sports or games all Ss can play….

activities in 2 and the others try to guess. Then swap.

**Example**: A: what am I doing?

B: You’re doing the dishes.

A. Yes, that’s right/ No, try again.

# Look at the pictures. Tell your partner what you can or can’t do now

*Example*: I can draw./ I can’t swim.

1. I can play football /I can’t play football.
2. I can climb a mountain./I can’t climb a mountain./
3. I can play the guitar/I can’t play the guitar.
4. I can sing an English song./ I can’t sing an English song.
5. I can + V…./ I can’t+ V….

# Class survey:

**Teacher go around the class asking these questions. Find out:**

* + The sports or games that all people can play.

-The sports or games that some people cannot play.

* + The sports or games that no one can play.

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 12: A closer look 1.
  + Practise reading the dialogue fluently.
  + Learn by heart all new words.

# UNIT 12: ROBOTS

**Lesson 2: A closer look 1**

1. **Aims**

By the end of the lesson, ss will be able to:

* + Pronounce correctly the sounds /ɔi/ and /au / in isolation and in context; Practise some words about everyday activities.
  + Improve their listening skill, writing skill and pronunciation.

# Objectives

* + Vocab: everyday activities...
  + Phonetics: Practise the sounds: /ɔi/ and /au /.
  + COULD for past ability.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio compact disk.

# Anticipated problems

Students may get confused when practising the sound /ɔi/ and /au /.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks students’ homework:

+ Write new words

+ Read the dialogue

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| 1. **Vocabulary**  Teaching vocab  * Teacher uses different techniques to teach vocab (situation, realia) * Follow the seven steps of teaching vocab.   \* Checking vocab: R0R Matching (1 P.60) ? Ss work individually then compare in pairs.  ?Teacher gives feedback, play the recording. Ss listen and repeat.   1. ***Put the words in 2 into groups (2 P.60)***   ? Ss work individually then compare in pairs.  ? Teacher gives feedback. | * lift [ri'dju:s](v): nhấc lên * recognise ['rekəgnaiz](v): nhận ra * guard [gɑ:d](v): canh gác * shout [∫aut] (v): la hét * boil [bɔil](v): sôi (nước) * step [step](n, v): bước đi, dẫm lên * Repeat in chorus and individually * Copy all the words   1. c 2. a 3. b 4. e 5. d   * Write another word/phrase for each verb Key:- make a cup of coffee, make a cake...   + understand the lesson   + lift a suitcase,...   + recognize her sweet voice   Grammar COULD  1. Mary could do sums at the age of 17. |

|  |  |  |
| --- | --- | --- |
| \* Grammar  - Get Ss to study the grammar box, draw Ss’ attention to the form of could.  ***3. Put the words in correct order (3 P.60)***  Ss work individually then compare in pairs.  ? Teacher gives feedback.  **4. Pairs work (4. P60)**  - Read the information abot the famous robot: Ongaku. Ask and answer questions about what it could/couldn’t do 2 years ago.  **5. Writing**  Ss work individually then compare in pairs.  ? Teacher gives feedback. Pronunciation  * 1. /ɔi/ and /au   - Explain how to make the two sounds.  ? Listen and repeat. Pay attention to the sounds /ɔi/ and /au /  ***2. Listen and group the words (6 P.60)***   * Play the tape twice   ? Work individually to put the words into two groups.  ? Check your answers in groups.   * Have two students write on the board.   **3. Listen and circle the word you hear (7 P.61)**  - Ss work individually then compare the answer with a partner.  **III. Production**  ? Play the recording and pause after each word which has the underlined part. (8 P.51) | 1. Could you read and write when you were 6 2. Robots could lift heavy things some years ago. 3. Robots couldn’t move easily until recent years.   Ex:  A: Could Ongaku lift heavy things 2 years ago?  B: Yes, it could.   * Write 3 things you could do and 3 things you couldn’t do when you were in   primary school.   * Listen and repeat * Do the task individually | |
|  | **Key:**  Sound / ɔi /: voice, boy, toy, noisy, boil Sound / au /: down, house, around, flower, shout |
| 1. oil 2. cow 3. Ouch 4. bow  - Ss then practice the chant. Notice the sound /ɔi/ and /au /. | |

# Consolidation

Teacher gets students to retell how to make sound /ɔi/ and /au /.

# Homework

* + Prepare for the next lesson: Unit 12: A closer look 2.
  + Learn by heart all the new words

- Do Ex A1,2 , B1,2 (WB)

# UNIT 12: ROBOTS

**Lesson 3: A closer look 2**

1. **Aims**

By the end of the lesson, ss will be able to:

* + Talk about future ability.
  + Practice doing exercises using modal verbs.

# Objectives

* + Vocab: everyday activities...
  + Grammar: will be able to + V

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak students may get confused with “be able to”.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks students’ homework:

+ What could robots do in the past ?

+ What will robots be able to do in the future?

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. Grammar**   * Introducing new language” Will be able to ….”   Using : We use Will be able to talk about ability in the future   * Give an example * Ask sts to give an example   **II. Practice**  Ask sts to read the ex1   * Do the 1st sentence * Ask sts to read * Ask sts to do Sentences 2,3,4 in pair * Call sts to read the correct sentences * Give the correct answer   Explain ex2  Help sts to do the example with picture 1  Ask st to answer the question “Will you be good at English when you are in year 8”. With picture 2,3,4,5,6 | **I. grammar**  ***Will be able to …***  (Students study the grammar box page 60)   * Affirmative * Negative * Interrogative   -Short answers  **II. Practice**  **Ex1**. Put the words in the correct order. 1.Robots will be able to do many things like humans in 2030   1. Will robots be able to talk to us then ? 2. Robots won’t be able to play football. 3. Will robots be able to recognize our face?   **Ex2**.  Will you be good at English when you are in year 8.  If yes :  I will be able to read an English book when I am in year 8  If no: |

|  |  |  |
| --- | --- | --- |
| present | past | future |
|  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Have sts to give the answer Correct them  Ask sts to ask and answer the questions about the activities in ex2 in pairs before the class.   * T controls the class.   Ex: Will you be able to read an English book when you are in year 8?  Yes, I will/ no, I won’t   * Ask st to complete the table with can, could, can’t, couldn’t, will be able to, won’t be able to   Retell the usage of can, could, can’t, couldn’t, will be able to, won’t be able to.  Have st to do the ex4 and 5  Correct and give the correct answer 1.can recognize   1. will be able to make 2. couldn’t do 3. will be able to guard |  | I won’t be able to read an English book when I am in year 8  ….  **Ex3** Work in pairs. Ask and answer the questions about the activities in 2. Tell the class about your partner.  **Ex4**: Fill the gaps with can, can’t, could, couldn’t, will be able to or won’t be able to.  present past future  Can Could -Will be able to Can’t Couldn’t -won’t be able to  1.couldn’t   1. will be able to 2. could/ can’t 3. won’t be able to 4. can   **Ex5**. Complete the sentences. Use will be able to, can, could, and the verbs from the box.  **Ex6**. Work in pairs. Look at the information from the table below and tell your partner what Kitty could do in the past, can do now and will be able to do in the future. | | | |
| - Ask st to look at the information from the table below and tell your |  | skill | past | now | futur e |
| partner what Kitty could do in the  past, can do now, and will be able to do in the future.  - ask st to go to the board and write the answer |  | -Lift heavy things  -Make coffee  -Guard our house  -Understand what we say | v x x x | v v v x | v v v v |
| - give the correct answer |  | Ex. In the past, Kitty could lift heavy things. Now, it can lift heavy things and in the future it will be able to lift heavy things  In the past, Kitty couldn’t make coffee. Now, it can make coffee and in the future it will be able to make coffee | | | |

# Consolidation

Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Review 4.
  + Learn by heart all the new words

- Do Ex B3,4,5,6 (WB)

# UNIT 12: ROBOTS

**Lesson 4: Communication**

1. **Aims**

Students can use modal verbs to talk about robots’ skills.

# Objectives

By the end of the lesson, Ss can use modal verbs to talk about robots’ skills.

# Materials

* + Text book
  + Board, chalk,...
  + A cassette and an audio disk.

# Anticipated problems

Weak Ss may find it difficult to express their idea.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

**Discussion**

What skills do you like a robot to have?

- Ss work in group

**2. Revision**

|  |  |
| --- | --- |
| **3. New lesson** |  |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **1. Listening**  **\*Extra vocabulary.**   * teacher teaches Ss new words. * Checking vocabulary: R0R   \* set the scene: Today we are going to listen to a television interview asking some people around the world about what skills they like their robots to have. Please think: What skills would you like a robot to have? And what skills do the two robots Ongaku and Kitty have?   * Ss read the interview and look carefully at the pictures of three robots and guess the missing words. * Play the recording, Ss listen and check their guess. * T checks with whole class.   **2. Pair work:**  - Ask Ss to move around and ask different classmates what skills they | **1. Listening**  **\*Extra vocabulary.**   * comb (v, n): chải tóc; cái lược * bend over (v): cúi xuống, uốn cong * garderning (n): việc làm vườn * shout (v): la hét     1. words 2. shoes 3. first  4. school 5. water  **2. Interview three people about what skill they want their robots to have.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| want their robots to have. Note down the |  | Interviewee | What abilities |  |
| answer in the table in 2. |  | 1. Chi |  |  |
| - Get Ss to practise reporting the result |  | 2. |  |  |
| in groups. |  | 3. |  |  |
| **3. Work in groups:**  - T chooses some of the Ss to report |  | **3. Report the r** | **esult to the class:** |  |
| their result in front of the whole class.  - T makes comment and correct any errors. |  | Ex: The robot Chi has can..... | |  |

# Consolidation

* + Teacher gets students to retell the aims of the lesson.

# Homework

* + Prepare for the next lesson: Unit 12: Skills 1.
  + Do exercise C1, 2 (Workbook).

# UNIT 12: ROBOTS

**Lesson 5: Skills 1**

1. **Aims**

Reading for specific information about types of robots and their abilities or

skills.

Talking about different types of robots and what they will be able to do in

the future.

# Objectives

By the end of the lesson students will be able to:

* + Read for specific information about types of robots and their abilities or skills.
  + Talk about different types of robots and what they will be able to do in the future.
  + Practise speaking and reading skills.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak students may find it difficult to catch up with the whole class.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks Ss’ home work.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| * Ask Ss to scan the passage and underline the words “space robots”, space stations”, “apart from”, “types” and “planet” in the passage. Help Ss work out the meanings of these words from the context. * Ask for translation to check if they understand. * Set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. * Ask Ss to scan the passage again and find the detailed information to complete the table. Ask Ss to note where they have found the information. * Ss compare in pairs * T checks the answers. | **I. READING**  **1. Find the following words/phrases in the text below. What do they mean?**   * space robots * space stations * planet * apart from   **2. *Comprehension questions***  Key:   1. A robot show 2. Young people are (interested in home robots) 3. The children like to see them. 4. There are worker robots, doctor robots, and space robots.   **3. *Read the text again and fill the table below.***  Types of What they will do? robots  Cook, make tea or coffee,  Home robots clean the house and do the  washing  Help children study, teach  Teaching them English, literature, robots maths and other subjects, help children improve their  English pronunciation |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Worker robots | Build our houses, buildings |
|  |  | Doctor robots | Help sick people |
| - Remind Ss of the form and  use of will be able to. Ss may refer to the Grammar boxes in |  | Space robots | Buildspace stations on the Moon and other planets. |
| A closer look 2 and words and phrases that they can use to talk about robots’ skills in the Getting Started, A closer look 1, A closer look 2 and Communication.   * Ss work individually. * T asks a more able S to model this activity in front of the class. * Have Ss work in groups. |  | **II. SPEAKING**  **4. Write what you think each type of robot will be able to do in the future.**  - Brainstorm ideas for additional everyday activities that a robot can help with.  **5. Work in groups. Take turns talking about types of robots and what they will be to do in the future. Can you think of other types of robots?.** | |

# Consolidation

Teacher gets students to retell what they have learnt.

# Homework

* + Prepare for the next lesson: Unit 12: Skills 2.
  + Do Ex D1, 2 (WB)

# UNIT 12: ROBOTS

**Lesson 6: Skills 2**

1. **Aims**

To help students develop writing skill, listening skill.

# Objectives

By the end of the lesson students will be able to:

* + Listen for specific information about different opinions of what robots will be able to do in the future.
  + Write opinions about the role of robots in the future.

# Materials

* + Text book
  + Board, chalk...
  + A cassette and an audio compact disc.

# Anticipated problems

It is rather difficult for weak Ss to express their ideas.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks Ss’ homework.
  + Get one student to go to the board to write new words.
  + Help Ss with their homework if they have any problems.

# New lesson

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **A. Listening:**  ***\* Pre- listening:***   * Ss work individually. * Ss share with their partners.   ***\* While- listening:***   * Ask Ss to read the construction carefully and remind them to remember the names of the people in the conversation they are going to hear. * Play the recording and ask Ss to do the exercise. * Ask Ss to study the statements carefully. Ss may work in pairs to discuss the answers from the information they have heard in 2. * Play the recording for Ss to do the exercise.   **B. Writing:**  ***\* Pre-writing:***   * Ask Ss to read the paragraph and the phrase above it carefully. * Ss work individually, compare the answers before discussing them as a class.   ***\* While- writing:***   * Ss write their paragraph individually based on the suggestions in the book. * Ask one student to write the paragraph on the board. Other Ss | Listening  * 1. **Do you agree or disagree with these statements?**   - Ss tick which statements about robots they agree or disagree with.  **2. Listen and find out which person says what.**   * Ss do the exercise individually. * Ss compare their answer in pairs. Key:   2. Duy 3. Mi 4. Phong 5. Mi  **3. T/F statements**  1F 2T 3T 4F  **II. Writing** Gap fill. 1b 2a 3c 4d   1. **Writing**  * Write a paragraph to support the idea that robots will be very useful in the future. * Ss may refer to the paragraph in 4 and the reading in Skills 1 for useful language and ideas. |

and teacher give comments on the paragraph on the board.

- T collects some writing to correct at home.

*I agree with the idea that in the future robots will be very useful to us. There are many types of robots. These robots can do many things. Firstly, at home, home robots can do all of our housework. Secondly, in education teaching robots can help children do their homework. Also, in medicine, doctor robots will be able to help sick people. Finally, robots will be able to do all dangerous work for us. For these reasons, I think that robots will be useful in our future.*

# Consolidation

-Summarize the main point of the lesson.

# Homework

* + Prepare for the next lesson: Unit 12: Looking back & Project.
  + Do Ex E1, 2 (WB)

# UNIT 12: ROBOTS

**Lesson 7: Looking back & project**

1. **Aims**

To help students recycle the language from the previous sections and link with the topic: Robots.

# Objectives

By the end of the lesson students will be able to:

* + Revise and make the use of all the target knowledge in unit 12.
  + Use “will be able to” and “won’t be able to” to talk about future abilities.

# Materials

* + Text book
  + Board, chalk,...

# Anticipated problems

Weak students may get confused with “be able to” and “can”.

# Procedure

1. **Warmer**
   * Greeting.
   * Checking attendance.
   * Asking for the teaching date.

# Revision

* + Teacher checks students’ homework.

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| Ss work individually to do exercises.  Asks Ss to compare their answer with their partner  Gives the answers   * asks Ss to do the exercise individually. * Remind Ss that the words, phrases and sentences around the blanks will provide the context for them to choose the correct verbs.   Check the answers with their partners.   * asks Ss to do the exercise individually. Check the answers with their partners. * T checks with the whole class * asks Ss to do the exercise individually. Check the answers with their partners. * T checks with the whole class * Have SS write on their notebooks. * asks Ss to do the exercise individually. * Teacher goes around to help weaker Ss. * T checks with the whole class * Have SS write on their notebooks * Have Ss read the questions and answers once or twice. * Ask Ss to do the exercise individually then compare in pairs.   (Ss may do this at home) | Vocabulary:  * 1. **Activity 1, 2: Activity 1**.   Do the work individually and compare with partner  Check the answer  1. cut 2. lift 3. tea   1. laundry 5. do   **Activity 2**   * 1. guard   2. make   3. understand   4. recognise   **II. Grammar**  \* **Activity 3**: Gap fill   1. will be able to 2. won’t be able to 3 will be able to 3. will be able to 4. won’t be able to   ***\** Activity 4**  1. Will robots be able to make coffee in the future?  - Yes, they will / No, they won’t.  2. Could he ride a bike when he was in Year 6?  - Yeas, he could / No, he couldn’t.  3. Can you do the dishes?  - Yes, I can / No, I can’t.  **\* Activity 5: Writing**   * I could swim when I was 10. * I can ride a bike now. * I can speak English better when I finish Year 6.   ..... Communication Activity 6. 1c 2d 3a 4b   * + **Project: My future appliance**   *I will have a robot. It will help me take care of the flowers in the garden.* |

1. **New lesson**
2. **Consolidation**

-Summarize the main point of the lesson.

# Homework

* + Review all the lessons.